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ABSTRACT

This report provides descriptive information on the Research, Demonstration, and Evaluation Program of the Office of Child Development (OCD) for Fiscal Year 1976. An overview describing the mission, function and long range goals of the OCD is included along with a discussion of the Research, Demonstration and Evaluation Program and its activities undertaken in support of the goals of the agency. Specific projects funded in Fiscal Year 1976 are then described within the context of these goal areas: (1) State Capacity Building; (2) Head Start; (3) Child Welfare; (4) Child Abuse and Neglect; (5) Day Care and (6) Child and Family Development. A section on the effects and use of television is included under the last goal area. A brief description of each project is included along with the principal investigator's name and address and the amount of funding received. (Author/MS)

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Research, Demonstration and Evaluation Studies

FISCAL YEAR

1976

PS 008941

RESEARCH, DEMONSTRATION, AND EVALUATION STUDIES
Fiscal Year 1976

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TABLE OF CONTENTS

Introduction

General Overview v
Overview of Office of Child Development (OCD) Mission, Function, and Long-Range Goals v
Research, Demonstration, and Evaluation Program ix
Projects Funded in Fiscal Year 1976 xii

Research, Demonstration, and Evaluation Projects

Goal Area 1: State Capacity Building 1
State and Regional Projects 1
Evaluation 3
Information System 4

Goal Area 2: Head Start 5
Child and Family Resource Program 5
Home Start Training Centers (HSTC's) 6
Head Start/Medicaid Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) Collaboration 6
Services to Handicapped Children: Resource Access Projects (RAP's) 6
Project Developmental Continuity (PDC) 7
Bilingual/Bicultural Preschool Curriculum Development Project 7
Parent Education 8
Evaluation and Research 8

Goal Area 3: Child Welfare 14

Goal Area 4: Child Abuse and Neglect 24
Research and Demonstration Projects 24
Demonstration Training Projects for Counteracting Child Abuse and Neglect 56
Evaluation 60

Goal Area 5: Day Care 62

Goal Area 7: Child and Family Development 66
Development in Early Childhood 66
Family Styles 70
Child/Family/Institution Interaction 74

Effects and Use of Television 81
Continuity of Development 82
Parent-Child Development Centers 86
Education for Parenthood 88
Information Systems 89
Miscellaneous 91

Indices

Principal Investigator and Institution Index 95
Project Number and Title Index 102
DHEW Region Index 116

INTRODUCTION

General Overview

The purpose of this report is to provide descriptive information on the Research, Demonstration, and Evaluation Program of the Office of Child Development (OCD) for Fiscal Year 1976.

An overview describing the mission, function, and long-range goals of the Office of Child Development is included along with a discussion of the Research, Demonstration, and Evaluation Program and its activities undertaken in support of the goals of the Agency.

Specific research, demonstration, and evaluation projects funded in Fiscal Year 1976 (both continuations and new starts) are then described within the context of these goal areas.

Principal Investigator and Institution, Project Number, and DHEW Region indices are included.

Overview of Office of Child Development (OCD) Mission, Function, and Long-Range Goals

The Office of Child Development, located within the Office of Human Development, Department of Health, Education, and Welfare, serves as an advisor to the Secretary, the Assistant Secretary for Human Development, and other Federal agencies on matters pertaining to the care and development of children. The Agency assists in the development of national policies and programs which have a significant impact on the well-being of children and their families. The Office develops information on problems and trends affecting child life; analyzes information on programs serving children; recommends and reviews legislative proposals in the area of early childhood development and child welfare; and provides leadership in the development of priorities and strategies for childhood research, demonstration, and experimental efforts. In addition, through such activities as the development of model legislation and standards, the provision of technical assistance, and the conduct of demonstration projects, OCD seeks to stimulate institutional changes at the Federal, State, and local level in order to improve the delivery of services to children and families, particularly those children and families who are most at risk due to economic disadvantage or other vulnerabilities. Major programmatic activities conducted by the Office of Child Development are focused on meeting the developmental needs of preschool age children from low-income families and on improving services to particular populations of vulnerable

children in need of adoptive homes, and children in institutions, children such as the abused or neglected, and children in foster care. The Agency also conducts a variety of research and demonstration activities designed to improve the quality of children's programs (e.g., day care, emergency services, etc.) and to measure their impact on the children and families served.

The Office of Child Development has set priority on the following long-range goal areas on the basis of assessing their importance and appropriateness in relation to selected target group populations and improving the agency's capacity to serve as a more effective children's advocate:

1. State Capacity Building

Goal Statement: To work with States for the purpose of promoting improvement in the management and delivery of children's services. The focus of OCD efforts will be on assisting States to develop their own capabilities to:

- assess children's needs.
- plan programs.
- coordinate and allocate resources.
- monitor and evaluate children's programs.
- regulate and enforce requirements related to children's programs.
- provide technical assistance to personnel and organizations involved in administering children's programs.

2. Head Start

Goal Statement: To strengthen Project Head Start as a national program providing community-based developmental child care to low-income children. More specifically, this goal entails improving the quality and delivery of local Head Start services in the areas of education, health, (including medical, dental, mental health and nutrition), parent involvement, and social services.

3. Child Welfare

Goal Statement: Improve the quality and increase the availability of child welfare services to children and their families by assisting public and private child welfare agencies to:

a) Enhance the overall child welfare delivery system, and

b) Improve specific services and components of the child welfare system which impinge directly on children and their families.

These specific services and components (b) encompass the following headings:

(1) Reduce the dysfunction in and provide support to families in order to prevent separation of children from their families.

(2) Restore children to their families, or, if that is impossible or inappropriate, place them permanently, in adoption or permanent foster care.

(3) Improve the quality and availability of foster care services, for those children who must be separated from their families and who must be served by the foster care sub-system for some period of time.

Of course, improvements to the overall child welfare system will also improve the specific services and components.

4. Child Abuse and Neglect

Goal Statement: To improve the prevention, identification, and treatment of child abuse and neglect by assisting and enhancing national, State, local, community, and citizen efforts.

5. Day Care

Goal Statement: To improve the quality and expand the availability of day care services provided to children and their families. Specifically, OCD efforts will be focused on:

- conducting applied research bearing upon national day care policy issues.

- developing and testing program models.

- providing technical assistance to State and local government agencies, other organizations and individuals in such areas which include the provision of day care services and the monitoring and enforcement of licensing regulations.

- providing leadership in the development and assessment of Federal day care standards and requirements.

- planning and implementing the day care provisions of Title V, Part D, of the Headstart, Economic Opportunity, and Community Partnership Act of 1974 (P.L. 93-644).

6. Child Care Personnel

Goal Statement: To increase the supply and upgrade the skills of personnel responsible for providing child care in a variety of settings.

7. Child and Family Development

Goal Statement: To better rationalize Federal and non-governmental service and benefit systems aimed at improving child and family development (within projected Federal expenditures for children) by:

- developing national policy on child and family development, including determination of factors which best promote such development, selection of appropriate measures, and evaluation of alternative intervention strategies.

- establishing an information capability to maintain a systematic process for determining and reporting on the status of children and of services to children, and for conducting target group analyses to define the most appropriate relationships between various programs and services.

- developing effective mechanisms to bring about needed policy changes and to effect coordination to achieve common objectives related to the needs of children.

Research, Demonstration, and Evaluation Program

The Research, Demonstration, and Evaluation Program was established in conjunction with the legislatively mandated responsibility of the agency to administer RD&E in child welfare (Section 426 of the Social Security Act; the Act of April 9, 1912); Child Abuse RD&E (P.L. 93-247); and Head Start RD&E (Sections 522 and 542, Head Start, Economic Opportunity, and Community Partnership Act of 1974, P.L. 93-644). The total RD&E program supports activities addressing each of OCD's goals.

The program supports capacity building in the States through its evaluation of large scale program design experiments and its funding of demonstrations to ensure States have access to the information needed for designing delivery systems for children's services and to provide them with a continuing flow of innovative program designs, needs assessment techniques, and delivery systems for utilization by public and private agencies serving children. In further support of this effort, the Bureau of the Census has been engaged by OCD to develop a decision-making model to help managers at different levels identify, analyze, and utilize information concerning specific sub-populations (low-income, minority groups, rural, urban).

The strengthening of the Head Start Program is supported through the evaluation component, and from Head Start experimental activities. The findings from assessments, experimental activities, and related research and demonstration activities in the field of early childhood are continually being utilized in the planning processes, policy-making, and ongoing development of the Head Start Program. The evaluation effort serves as part of the developmental process when building new programs or services (formative); as an assessment of general or differential impacts of programs and services (summative); and assessment of the efficiency as well as effectiveness of programs and services. A major research emphasis this fiscal year is to determine both immediate and long-range effects of Head Start, to study whether Head Start children continue to maintain their demonstrated superiority five to six years following termination of intervention.

The goal of improving child welfare services is supported through a number of research and demonstration activities designed to help vulnerable children such as those in institutions, in foster care,

or in need of adoptive homes. Special attention is focused on permanent placing of handicapped children, and on training foster parents. A major effort of OCD this fiscal year is to design and implement programs that will take children now in foster care and place them in permanent, nurturing adoptive homes. As this book is going to print, grant negotiations are in progress with ten State agencies across the country to undertake such efforts. The Children's Bureau, within the Office of Child Development, is the focal point of Federal programs dealing with child welfare.

The goal of counteracting child abuse and neglect is supported through a large number of demonstration projects throughout the country. Many of these combine research activities with their service efforts. Parents Anonymous, a network of self-help groups in the various States, is supported, along with research into legal, medical, social, and psychological aspects of the problems. Twenty-two State agencies are now testing a new curriculum on the identification, reporting, and case management of child abuse and neglect, and comprehensive evaluation efforts are underway. The Federal effort in this area is centered in the National Center on Child Abuse and Neglect, located within the Children's Bureau, and which serves as a clearinghouse for information on all aspects of the problem.

Improving existing day care delivery systems in order to more effectively serve those children requiring part-time substitute care is supported through a number of research and demonstration projects. These include determining the nature and extent of existing services, impact of day care on the development of the child, cost-effect studies, supply studies, consumer surveys, and licensing studies.

Child care personnel training is primarily supported through related evaluation activities. Results of further identification and evaluation of significant outcome variables associated with overall development (social competency) of children contribute to the refinement of competency based curriculum models which are the focus for training. The goal is further enhanced through the assessment of training efforts. Some 10,000 Head Start staff members are now enrolled in Supplementary Training Programs. About half of these are receiving Child Development Associate training designed to help them achieve professional status in the child care field.

Enhancing child and family development is supported through a wide range of research and demonstration studies dealing with children, families, the environment, and interactions among them, that is, the field of child development and the family within an ecological-systematic framework. This reflects the priority concern with the child in the context of his family, and of the family as it interacts with the larger society and institutional framework, views the family

as the primary and critical social institution for child development, de-emphasizes intervention models focusing exclusively on the child, and takes into consideration cultural pluralism. The focus pertains to issues of how families cope with external institutions and major changes in social circumstances to meet their needs with respect to socializing the child; and how families do/do not interface with schools and other institutions in socializing the child.

The Research, Demonstration, and Evaluation Program specifically supports the need of establishing an information capability through its funding of studies to identify critical social indicators describing the well being of children; demonstration projects to generate new information on programs designed to counter child abuse and neglect; the pooling of information about all activities and plans along with that of other agencies to the Interagency Panel on Early Childhood Research and Development; and the development of a utilization and dissemination policy encompassing each of the funded projects.

The need for intradepartmental coordination is facilitated through the participation and contribution of research, demonstration, and evaluation information to the Interagency Panel on Early Childhood Research and Development and the Interagency Panel for Research and Development on Adolescence, and through interagency coordination and combined funding of demonstration programs.

The evaluation activities highlight current Office of Child Development programmatic directions in all seven long-range goal areas. While these areas are interrelated, they are distinguished for the purpose of this report on the basis of the programmatic issues they reflect. The evaluation program in Fiscal Year 1976, in addition to serving in multiple capacities in relation to program development, further reflects the emphasis to investigate specific program effects on specific sub-groups, to study a combination of process and outcome variables as well as a broadened array of outcomes on both children and families, and to assess long-term impacts as well as short-term effects.

While the activities of the Research, Demonstration, and Evaluation Program reflect a continual concern on all matters pertaining to the overall goals of the agency, each year priority areas are established and statements prepared describing the research and demonstration issues deemed of critical importance to the agency in support of its mission. Continuity is reflected in these areas from one year to the next with current research and demonstration thrusts developed on the basis of current data, information, and knowledge derived from previous and ongoing efforts, including analyses and syntheses

designed to highlight crucial knowledge and development gaps:

For example, during Fiscal Year 1976, new thrusts were announced in the form of priority statements in the areas of Continuity of Development, Child Development and the Family, and Foster Care and Adoption Services. In addition, major Demonstration Training Grants were awarded in the area of countering child abuse and neglect. The continuity projects will analyze and synthesize longitudinal data involving early intervention programs begun not later than 1969, especially relating to populations of highest concern to OCD--minority, low-income, etc. Child and family projects show the continuing concern of OCD for the "ecological validity" of research and demonstration, that is, concern that the family be studied in the context of its internal functioning and the external institutions that impinge upon it. The foster care/adoption projects are designed to counter recent trends that show children are entering the foster care system inappropriately and are staying in care for much longer periods than are necessary or beneficial, to the financial liability of the taxpayer. The training programs are to demonstrate and evaluate the effectiveness of a new curriculum developed by the National Center on Child Abuse and Neglect on identification, reporting, referral, and case management for training professionals and paraprofessionals working for State health, social service, law enforcement, and education agencies.

Projects Funded in Fiscal Year 1976

The research, demonstration, and evaluation projects funded by the Research and Evaluation Division of the Office of Child Development are listed in numerical order under the long-range goal areas of the Office. These areas of activity include those of ongoing concern as well as those receiving priority emphases in Fiscal Year 1976.

In addition to those projects funded in Fiscal Year 1976, there are a few projects listed that were funded in earlier years and are ongoing due to an extension of the grant period.

The current grant period and amount of grant award appear under the synopsis. A "(C)" following the OCD identification number indicates that the project is continuing beyond the initial year; for example (C2) would mean the present grant year is the second continuation, or third year.

RESEARCH, DEMONSTRATION, AND EVALUATION PROJECTS

GOAL AREA 1: STATE CAPACITY BUILDING

Projects in this goal area are designed to enhance State capability in planning, needs assessment, management, and evaluation of children's services programs.

State and Regional Projects

OCD-CB-167(C4)(S2)
Implementation of State Early Childhood Programs

This project will continue during its fifth year to 1) assist the states to initiate or expand programs for very young children and their families, 2) encourage cooperative activity with OCD and USOE and express state needs to the Congress, 3) provide capacity building services (consultative and specialized assistance) to states, 4) provide training and technical assistance through regional conferences, 5) review present publications and dissemination procedures, 6) utilize the advisory group headed by Governor Jerry Apodaca of New Mexico. In addition the staff will continue to focus on strengthening the capacity of states to respond to early childhood development needs by 1) informing and involving state decision makers concerning developmental continuity needs and 2) by providing support to the states for developing and strengthening their capacity to provide early childhood development services.

E. Robert LaCrosse, Ph.D.
Education Commission of the States
1860 Lincoln Street
Suite 300
Denver, Colorado 80203

10/1/75 - 9/30/76
$651,960

90-C-439(C1)
Community Coordinated Child Care (4-C) Capacity Building Project (Iowa)

The objective of this project is to design a governmental structure for the coordination of planning, programming, and funding in the area of children's services throughout the State of Iowa. The needs of children and their families will be assessed, the services currently provided

children will be identified, and a thorough public awareness program will be developed.

Carol J. Culler, M.A.
Iowa Office for Planning & Programming
523 East 12th Street
Des Moines, Iowa 50319

5/31/76 - 5/30/77
$35,000

90-C-440(C1)
Community Coordinated Child Care (4-C) Capacity Building Project (New York)

The primary goals of this project are to create an agency for coordination of child services in the State of New York, improve service delivery, and develop local child care coordinating councils for the maximum utilization of resources. Program elements include establishing satellite family-group and after-school care delivery systems, training child care personnel, defining alternative delivery patterns and utilizing supportive services.

Kevin M. McCarthy, M.S.W., M.P.A.
New York State Association of Child Care Councils
c/o Day Care Council of Nassau County
240 Clinton Street
Hempstead, New York 11550

5/31/76 - 5/30/77
$40,000

90-C-486
Children's Services Coordination

The project will create a mechanism to assess, plan, coordinate, develop, and stimulate children's services in the State of Oklahoma. Ongoing and proposed child care planning efforts will be evaluated in relation to state and local plans and priorities. Supportive and alternative delivery services will be identified to facilitate an upgrading of existing services to children.

Pete Peters
Deputy Director
Department of Economic and Community Affairs
5500 N. Western
Oklahoma City, Oklahoma 73118

6/30/75 - 1/31/77
(Grant period extended)

90-C-702(C1)
Rhode Island Children and Youth Capacity Building Project

The objective of this project is to improve the planning, coordination, and implementation of services provided to children and youth of the State of Rhode Island. A clearinghouse for all State programs affecting this population will be established, and an interdepartmental review mechanism will be created.

Hilary Ross Salk, M.A.T.
Office of Policy and Program Review
222 State House
Providence, Rhode Island 02903

7/1/76 - 6/30/77
$10,000

90-C-703(C1)
Planning and Coordinating A Comprehensive Child Care System (Connecticut)

The Department of Children and Youth Services will establish advisory councils and coordinate state-wide systems and programs to 1) promote the sound growth and development of children; 2) identify children who are "at risk" of becoming dependent, neglected, delinquent, mentally ill, or emotionally disordered; and 3) prevent the occurrence of such problems and restore the children who manifest them to useful functions as fully as possible when prevention fails. Existing services will be funded as necessary, and services not otherwise available will be provided.

Nancy Robb, M.A.
State of Connecticut Department
of Children and Youth Services
345 Main Street
Hartford, Connecticut 06115

7/1/76 - 6/30/77
$40,000

Evaluation

HEW-105-76-1121
A Process Evaluation of the State-Level Community Coordinated Child Care (4-C) Program

The objective of this project is to obtain descriptive and evaluative information about successful approaches for present projects, indications of program progress, programs and components for implementation in other states, program refinements, costs, and nature of problems.

Evaluators will conduct site visits to each of seventeen states and an information system will be developed to aid Federal and state policymakers.

Julia G. Shepard, Ph.D.
c/o E. H. White and Co.
347 Clement Street
San Francisco, California 94118

6/30/76 - 10/29/77
$159,836

Information System

41-76-07
Development of State and Community Capacity to Utilize Statistical Data, Research Data, and Program Data for Target Group Planning

The purpose of this study is to develop a decision-making model to help managers at different government levels identify the information they need, and its analysis, and utilize these for decisions concerning children. Emphasis will be on capacity building, technology transfer, and training, using census and other data characterizing specific sub-populations (low-income, minority groups, rural, urban). Study work will be performed by the Bureau of the Census, Center for Census Use Studies, for use by the Office of Child Development.

Harold Wallach, M.A.
Bureau of the Census
Center for Census Use Studies
Room 3540-3
Suitland, Maryland 20233

2/1/76 - 6/31/76
$125,000

GOAL AREA 2: HEAD START

Projects in this goal area are designed to improve planning and management in local Head Start programs, and to improve performance in the areas of education, parent involvement, social services, medical, dental, and mental health services, and nutrition services. In addition, the projects serve to enhance capacity of local programs to serve children with special needs--handicapped, Spanish-speaking, Indian, Migrant, gifted, abused and neglected, or geographically isolated. New knowledge is sought about Head Start populations, and about effectiveness of ongoing programs.

Child and Family Resource Program

In the Spring of 1973, Project Head Start, within the Office of Child Development, began a new experimental project called the Child and Family Resource Program (CFRP). This project is designed to provide family-oriented comprehensive child development services to children from the prenatal period through age eight in accordance with assessed needs.

Each Child and Family Resource Program uses a Head Start program as a base to develop a community-wide system linking a variety of programs and services to children and their families. The purpose of the overall demonstration is to develop a number of models or approaches for integrating and coordinating programs that can be adapted by different communities to provide a continuity of services to children during the major stages of their early development.

There is one CFR Program in each of HEW's ten regions and one administered by OCD's Indian and Migrant Programs Division. The programs are located in New Haven, Connecticut; Poughkeepsie, New York; Pottsville, Pennsylvania; St. Petersburg, Florida; Jackson, Michigan; Oklahoma City, Oklahoma; Gering, Nebraska; Bismarck, North Dakota; Las Vegas, Nevada; Salem, Oregon; and Modesto, California.

Funding is $130,000 per year for each of the grantees. It is anticipated that the initial effort will continue for at least four years. It is also anticipated that these model programs will be adapted for use by local Head Start programs and other state and local agencies in many different communities.

Home Start Training Centers (HSTC's)

Six Centers have been funded to provide field-based, experience-oriented training in such areas as the role of the home visitor; enhancing the role of parents in home-based programs; selection, development, and use of appropriate curricular materials; inclusion of Head Start components in home-based programs; and management and supervision of programs and staff. Each of the six HSTC's serves about thirty families, so that participants can make actual home visits as part of their training. Centers are located in West Virginia, Tennessee, Wisconsin, Arkansas, Utah, and Nevada.

Head Start/Medicaid Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) Collaboration

During FY 1975, the Office of Child Development, in close collaboration with the Social and Rehabilitation Service, Medical Services Administration, continued a two-year effort in 200 Head Start programs to assist in making Medicaid Early and Periodic Screening, Diagnosis, and Treatment services available to Medicaid eligible children from 0 to 6 years of age. The purpose was to demonstrate replicable approaches for bringing about local collaboration among Head Start programs, state Medicaid agencies, and community health and related sources in delivery of EPSDT services. Each of the programs received $5,000/$10,000 to be used in hiring additional staff to direct the collaborative effort at the local level.

A major outgrowth of this early effort was production of a training manual--Head Start/EPSDT Recipes for Success. The manual is now being distributed to approximately 1,200 Head Start grantees for use as an aid in effectively implementing the EPSDT program. Training and technical assistance will be offered the grantees, and model dissemination projects, with full-time coordinators, will be installed in the states of Arkansas, Colorado, Louisiana, Minnesota, and Pennsylvania.

Services to Handicapped Children: Resource Access Projects (RAP's)

Since 1972, Head Start has been mandated to provide at least 10% of its enrollment opportunities to handicapped children, including those who are mentally retarded, hearing impaired, deaf, speech impaired, visually impaired, blind, emotionally disturbed, physically handicapped, and health or developmentally impaired. While a variety of resources appropriate to serving handicapped children are already in existence, many Head Start programs are not able, by themselves, to find or apply

these resources. Accordingly, a three-year demonstration program entitled "Resource Access Projects" has been funded. The RAP's will function as brokers, facilitating delivery of training and technical assistance to meet local Head Start needs. A total of fourteen RAP's are planned to serve all Head Start grantees in the ten HEW regions, plus the Indian and Migrant Programs Division. The majority of the projects are funded jointly with the Bureau of Education for the Handicapped.

Project Developmental Continuity (PDC)

This project is designed to enhance the social competence of each participating child, that is, to increase each child's everyday effectiveness in dealing with his environment and responsibilities in school and life. Specific goals of the project are 1) to assure continuity of experience for children from preschool through the early primary years by stimulating cognitive, language, social-emotional and physical development, promoting educational gains for children through development of social competence, and 2) to develop models for developmental continuity that can be implemented on a wide scale in Head Start and other child development programs and school systems. To attain these goals, thirteen demonstration projects are being funded in communities throughout the United States. Each PDC site received $65,000 for the initial planning year and approximately $100,000 for each subsequent implementation year. In June 1976 a total of 5,000 children were participating in the programs. The programs are located in metropolitan, small town, and rural areas, and include White, Black, Native-American, Spanish-speaking and Migrant children. Four of the thirteen sites are bilingual/bicultural demonstration programs. Projects are located in South Norwalk, Connecticut; Rockville, Maryland; Fairmount, West Virginia; Gainesville, Georgia; Pontiac, Michigan; Del Rio, Texas; Des Moines, Iowa; Salt Lake City, Utah; Pueblo, Colorado; Visalia, California; Tacoma, Washington; Fort Defiance, Arizona; and Fort Lauderdale, Florida.

Bilingual/Bicultural Preschool Curriculum Development Project

This project is one facet of a four-part effort to build the capacity of Head Start programs to meet the needs of Spanish-speaking children and their families. The three other parts include training of bilingual/bicultural staff, development of a regional resource network, and research on characteristics of Spanish-speaking children. Four contractors have been selected to develop separate curriculum models: The University of California at Santa Cruz, $110,690; Columbia University in New York City, $126,254; High Scope Educational Research Foundation, Ypsilanti, Michigan $105,587; and Intercultural Development

Research Associates, San Antonio, Texas, $116,665. Each model will provide learning activities for development of basic skills in cognitive, socio-emotional, psychomotor, and language (English and Spanish) areas. Each will reflect the dialect and cultural traits of the region where it is developed. Different approaches will be used, none based on deficit theory.

Parent Education

A contract for $325,000 has been awarded to Roy Littlejohn and Associates of Washington, D.C., to provide a revised and field-tested curriculum adapted from the Exploring Childhood materials developed initially by the Educational Development Corporation, Inc., of Massachusetts, for the Office of Child Development and the Office of Education. The revised curriculum will provide Head Start programs an additional approach to parent activities and opportunities, which in turn will facilitate parent involvement. The original curriculum provides adolescent boys and girls instruction and experience in working with young children. Learning and growth are fostered in four areas: concept development, helping skills, inquiry and observation skills, and personal awareness. The contractor will review the Exploring Childhood materials, will adapt them to the needs of Head Start, will field test them in approximately twenty sites distributed among the ten HEW regions, will provide a suitable curriculum package, and will devise an implementation strategy that includes training and technical assistance.

Evaluation and Research

The individual projects listed below deal with evaluation, testing, and research related to Head Start programs and issues.

HEW-100-75-0118
Collection of Head Start Tests

The purpose of this contract is to perform the specific tasks necessary for successful continuation of the Head Start Test Collection presently held at the Educational Testing Service facilities in Princeton, New

Jersey. Continuity will be maintained in the collecting, updating, storing, retrieving and disseminating of early childhood tests.

S. Donald Melville, Ph.D.
Educational Testing Service
Princeton, New Jersey 08540

8/1/76 - 7/31/77
$25,000

HEW-105-75-1124
Head Start Primary Continuation Project

The purpose of this project is to demonstrate the effectiveness of a continuation program that maintains and coordinates the positive features of Head Start with successive learning experiences in Kindergarten through third grade. Specific objectives include: to provide a smooth transition from Head Start to kindergarten, to continue the learning that began in Head Start, to improve communication and linkage through the various levels in early childhood education, to encourage parent involvement, and to provide academic advancement and upward mobility for Head Start personnel. Methodology includes interviews with participants; tests of achievement, reading, self concept, and motivation; collecting samples of children's work; and examination of records.

Elizabeth H. Brady
California State University Foundation, Northridge
Attn: Foundation Accounting Office
18111 Nordhoff Street
Northridge, California 91324

10/31/75 - 12/31/76
$192,163

HEW-105-76-1102
Evaluation of the Child and Family Resource Program (CFRP, Years 3 and 4)

This project will continue the information system put into place in the 1974-75 evaluation. Other purposes are to determine the degree of implementation of Child and Family Resource Program services, the relationship between implementation and child and parent outcomes, and the effectiveness of program components. Comparisons will be between parents and children who were in CFRP prior to Head Start and those who were in Head Start only.

Peter Davis, M.A.
Development Associates, Inc.
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036

7/14/76 - 7/15/77
$518,571

HEW-105-76-1103
Evaluation of the Transition of Head Start Children Into Public School

The purpose of this project is to assess the extent and circumstances under which Head Start contributes to social competence during the first year of public school. Indicators of social competence to be studied include the percent of children assigned to special education classes, teacher and peer attitudes, participation in school activities, quality of school life, health status, and achievement. If methodology development and pilot results of the first year show that continuation is promising, a full-scale evaluation will take place in year two.

Gene Royster, Ph.D.
Abt Associates, Inc.
55 Wheeler Street
Cambridge, Massachusetts 02138

7/15/75 - 7/14/76
$256,299

HEW-105-76-1105
Conducting a Survey of Handicapped Efforts in 1975-1976 Head Start Programs

The purpose of this effort is to conduct surveys to describe the status of handicapped children enrolled in Head Start Programs. The surveys will provide information on the number of handicapped children being served, their handicapping conditions, and the services being provided for them. The work includes completing the Summer 1975 Survey, conducting the Full Year 1975-1976 Survey, and conducting the Summer 1976 Survey.

Rudy C. Sterr
Informatics, Inc.
Information Systems Company
6000 Executive Boulevard
Rockville, Maryland 20852

4/5/76 - 12/15/76
$102,299

HEW-105-76-1112
Evaluation of Parent Involvement in Head Start

The purposes of this study are to determine the type and degree of parent involvement in Head Start and its effects in terms of child, family, and community variables, and also to determine the continuing impact of parent involvement during the child's first year in school. Questions to be studied include: To what extent and in what ways do Head Start programs provide opportunities for various kinds of parent involvement? What is the relationship between the type, length of

time, and degree of parent involvement for employment, income, and community participation? What is the relationship between parent involvement and child/family variables? What is the relationship between parent involvement and background variables (child, family, school, and community characteristics)? Measures will include attitude scales, knowledge of appropriate childrearing practices, of community resources, etc.

Johnnie Stubbs
Associate Control, Research,
and Analysis, Inc.
1000 Vermont Avenue, N.W.
Washington, D.C. 20005

11/30/75 - 6/30/77
$330,401

HEW-105-76-1113
An Evaluation of the Process of Mainstreaming Handicapped Children into Head Start

The purpose of this study is to assess the effectiveness of the processes by which handicapped children are mainstreamed and provided with appropriate services in Project Head Start Programs, and to identify successful approaches which can be used for program improvement. Mainstreaming is defined as serving handicapped children in a classroom or other program setting with non-handicapped children. This study shall also include a determination of services being provided by other agencies or resources to eligible handicapped children who are not enrolled in Head Start Programs.

Thomas E. Finch, Ph.D.
Applied Management Sciences
962 Wayne Avenue, Suite 701
Silver Spring, Maryland 20910

6/30/76 - 6/29/77
$226,114

HEW-105-76-1114
Evaluation of the Head Start/Medicaid EPSDT Collaboration Project

The purpose of this project is to demonstrate replicable approaches to bringing about local collaboration among Head Start programs, state Medicaid agencies, and community health and related resources in the delivery of Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) programs. Specific objectives include determining numbers of children and families involved, extent of services used and necessary, reprogramming of resources, relative effectiveness of different outreach methods, and strengths and weakness of collaborative efforts.

Methodology includes periodic reporting from Health Coordinators, review of state EPSDT plans, site visits, and mail and telephone contacts.

Robert Sims
Boone, Young, and Associates, Inc.
551 Fifth Avenue
New York, New York 10017

3/1/76 - 2/28/77
$108,000

HEW-105-76-1135
Follow-Up Evaluation of Home Start and Evaluation of the Home Start Training Center

This project will provide basic information to determine whether Head Start programs should adopt Home Based options, and to determine appropriate strategies for Home Based training. Objectives of the Follow-Up study include determining whether Home Start parents maintain their skills after leaving the program, specifying the transition and social competency of Home Start children in later schools, comparing Home Start and Head Start children, and determining the match between preschool and school experience. The Training study will examine the effectiveness, function, and helpfulness of the Home Start Training Centers and components.

John Love, Ph.D.
High Scope Educational Foundation
600 North River Street
Ypsilanti, Michigan 48197

6/27/76 - 1/31/77
$402,423

HEW-105-76-1155
Evaluation of Resource Access Projects (RAP's)

The purpose of this three-year project is to evaluate the 14 Resource Access Projects, regional information projects funded by the Office of Child Development. The information obtained will be used to help OCD policymakers improve strategies for assisting Head Start programs in meeting the needs of handicapped children enrolled in Head Start, and to help regional policymakers in operating their services to the handicapped at maximum effectiveness.

R. E. Engler, Ph.D.
Roy Littlejohn Associates, Inc.
1328 New York Avenue, N.W.
Washington, D.C. 20005

6/30/76 - 6/29/77
$150,000

HEW-105-76-1158

Conducting an Assessment of the Head Start Supplementary Training Program in Providing Child Development Associate Competency-Based Training

The purpose of this study is to assess the effectiveness of the Head Start Supplementary Training (HSST) Program in providing Child Development Associate (CDA) competency-based training to Head Start caregivers across the country. This assessment will focus on the effects of training on a newly enrolled group of trainees after one and two years of participation in the program. The contractor will conduct a survey of the training programs, select a nationally representative sample of programs, a sample of new trainees entering in the fall of 1976, and a comparison group of potential trainees, will obtain basic data on the programs, trainees, and comparison group, and will compare the results of the trainees' performance on the CDA formal assessment to that of the comparison group at the end of one year and two years of training.

Diane Signatur
Kirschner Associates, Inc.
2 North Riverside Plaza
Chicago, Illinois 60606

6/24/76 - 6/23/77
$84,203

90-C-912

Immediate and Long-Term Effects of Head Start

This research involves the study of both immediate and long-range effects of Head Start. Immediate effects will be explored by examining the role parental participation plays in the effectiveness of Head Start and by examining whether it is feasible to select in advance children who are maximally likely to benefit from Head Start. Long-range effects will be examined by longitudinal follow-up testing of: a) 7-year-old low-income children who received an intensive 3-year infant intervention program and who either also received Head Start or did not, and b) 14- and 15-year-old low-income children who have received all four possible combinations of Head Start versus no Head Start and Follow-Through versus no Follow-Through intervention. The study will examine whether the children with Head Start and extra intervention have continued to maintain their superiority five to six years following termination of all intervention.

Edward Zigler, Ph.D.
Yale University
104 Wall Street
New Haven, Connecticut 06520

6/30/76 - 6/29/77
$130,000

GOAL AREA 3: CHILD WELFARE

Projects in this goal area are designed to improve effectiveness of overall child welfare systems and also to advance specific components and services that impinge directly on children and families. Specific projects support improved foster care, adoption programs, assessment and placement of handicapped children, training of professionals and parents, improved institutional care, income supplements, surveys, evaluations, and aid to States in improving delivery system design.

OCD-CB-134(C4)
Interstate Compact on the Placement of Children

The Interstate Compact provides a mechanism which eliminates the complex legal and administrative provisions involved in the interstate placement of foster or adoptive children and the interstate regulation of their care. This is particularly important in providing maximum opportunity for those with special characteristics, such as racially mixed and older children, groups of siblings, and physically handicapped and emotionally disturbed children, since resources may not be available in their state of residence. The project provides technical assistance to states interested in enacting the Compact and strengthens the service of the national secretariat maintained by the member states

Brendan Callanan, M.S.W.
Beverly Stubbee, M.S.W.
American Public Welfare Association
1660 L Street, N.W., Suite 607
Washington, D.C. 20036

9/1/76 - 8/31/77
$277,983

OCD-CB-481(C2)
Freeing Children for Permanent Placement

This project is attempting to free children for permanent placement by training Child Services Division staff in the procedures of termination of parental rights and in developing court and community acceptance. The parents of children considered unlikely to return home are offered rehabilitation based on psychological or psychiatric evaluations, and court termination proceedings are begun on the cases of those who do

not respond. Formalized long-term foster care placements are arranged for children when adoption is not feasible.

Victor Pike, M.S.W.
Children's Service Division
7201 N. Interstate
P.O. Box 17407
Portland, Oregon 97217

11/1/75 - 10/31/76
$179,851

90-C-227(C1)
Foster Care Cost Assessment Instrument

The purpose of this project is to develop and test an instrument for use by foster care agencies and associations in assessing the true cost of foster care in local areas. The instrument takes into account the cost of living indices, the costs actually incurred by foster families, and the relationship of these costs to ideal standards of child care established by foster families and child care specialists advising on the project.

Barbara H. Settles, Ph.D.
Judith B. Van Name, M.S.
College of Home Economics
University of Delaware
Newark, Delaware 19711

7/1/75 - 8/31/76
(Grant period extended)

90-C-243(C1)
Adoption for Handicapped Children in Ohio District II

The purpose of this four-county project is to coordinate resources and efforts in recruiting and preparing potential adoptive families, selecting and placing handicapped children with these families, and assisting in the establishment of supporting cooperative relationships with community groups. There will be an evaluation of both the model for inter-county coordination and the various components of the adoptive effort.

Craig H. Newman, J.D.
Trumball County Children Services Board
Reeves Road
Warren, Ohio 44483

11/1/75 - 10/31/76
$74,000

90-C-244(C2)
NAACP Tri-State Adoption Project

This project is conducting a recruitment of permanent homes for children eligible for adoption who are physically, mentally, or socially handicapped and are presently living in institutions or foster homes in the states of Georgia, Florida, or Tennessee. A variety of prospective parent information, adoption subsidy, child advocacy, legislation, community education, and agency coordination efforts are being explored and evaluated. The Departments of Social Services of the three states are active participants.

Beverly W. Worrell, M.S.W.
NAACP
970 Hunter Street, S.W.
Atlanta, Georgia 30314

6/30/76 - 6/29/77
$225,000

90-C-249(C1)
Curriculum Development for Paraprofessional Training for Foster Parents

The objectives of this project consist of the development of curriculum materials for the paraprofessional training of foster parents, the development of a model for this training on a state-wide and regional basis, and the development of procedures among leaders in social agencies, legislatures, and educational institutions to assist in the establishment of foster parenting as a paraprofessional career. Resource guides for foster parents have been devised which suggest nurturing activities to assist children from infancy through adolescence to successfully accomplish developmental tasks.

C. E. Kennedy, Ed.D.
Department of Family and
Child Development
Justin Hall
Kansas State University
Manhattan, Kansas 66506

7/1/75 - 9/30/76
(Grant period extended)

90-C-251(C1)
Increasing the Effectiveness of Foster Care

The purpose of this project is to increase the effectiveness of foster care experience through the use of a service contract which defines

the roles, responsibilities, and specific tasks of children, natural parents, foster parents, and workers. The primary goals of the project are to protect the child from dysfunctional effects of separation from his own family, increase the chance for each child in foster care to achieve the most appropriate outcome, and reduce the length of time in foster care.

Edith Zober, M.S.S.W.
Iowa Department of Social Services
Division of Community Services
Lucas State Office Building
Des Moines, Iowa 50319

9/1/75 - 8/31/76
$15,000

90-C-573(C1)
A Study of Independent Adoption

The primary concern of this project is with adoptions-for-profit. Adoptive parents and natural parents in each of four metropolitan areas will be interviewed, and adoptive agencies in all states will be surveyed, in order to 1) assess the risks in adoption to child, adoptive parents, and natural parents; and 2) identify barriers in policies, procedures, and resources that induce natural and potential adoptive parents to avoid adoption agencies. All relevant state laws, regulations, and appellate case laws will be reviewed, and law enforcement officials will be queried, to determine what modifications in laws and their enforcement are needed to diminish adoption risks.

William Meezan, M.S.W.
Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

6/30/76 - 6/29/77
$106,945

90-C-636(C1)
Analysis of the Effect of Institutional Stay on the Developmental Progress of Adolescents

This research and development project is designed to examine the impact of institutional experiences on normal adolescent development. A broad range of data will be gathered on current characteristics of the teenagers under study and the variety of institutions treating juveniles in the

Houston area. On the basis of this data, an optimal model for adolescent residential treatment will be developed, implemented, and evaluated.

Hector E. Ayala, Ph.D.
University of Houston
Graduate School of Social Work
2004 Buffalo Terrace
Houston, Texas 77004

7/1/76 - 6/30/77
$100,000

90-C-637(C1)
Evaluation Study of Residential Institutions

The goal of this research project is to increase scientific knowledge concerning the process and outcome of residential treatment for children. Residential treatment centers will be compared in terms of basic structures and modes of operation, attitudinal ratings of each institution will be obtained from the residents, and the attitudinal ratings and institutional settings will be correlated on four social-psychological dimensions. Hypotheses derived from the significant correlations obtained will be tested during subsequent research.

William Resnick, J.D.
New Jersey Division of Youth & Family Services
1 South Montgomery Street
Trenton, New Jersey 08625

6/29/76 - 6/30/77
$129,667

90-C-721
Enhancing Supplemental Security Income Benefits for Disabled Children

The National Council of Organizations for Children and Youth, in cooperation with the Social Security Administration, will undertake a highly focused one year effort 1) to identify and document existing barriers to effective utilization of Supplemental Security Income assistance for disabled children, 2) to conduct a national symposium for discussing findings and making recommendations to enhance Supplemental Security Income benefits for disabled children, and 3) to otherwise promote and publicize procedural reforms that will overcome existing barriers.

Nina Solarz, M.A
National Council of Organizations for Children and Youth
1910 K Street, N.W.
Washington, D.C. 20006

11/1/75 - 10/31/76
$125,000

90-C-895
Assessment of Parenting Inputs for Atypical and Normal Children in Foster and Natural Homes

The objective of the research is to establish the character of differences in time, energy, and skills required in the process of relating to normal and atypical children in two kinds of homes: foster and natural families. The method will use standardized and open-end questions for whole family interviews, with a limited assessment of the children's developmental level. The sample of 360 will be fourfold in nature, drawn regionally, with larger numbers in the atypical groups to include a range of handicaps. A functional rather than medical definition of handicap will be used. Theoretical implications for parent education, foster parent programs, and analysis of indirect costs of child rearing are anticipated.

Barbara H. Settles, Ph.D.
College of Home Economics
University of Delaware
Newark, Delaware 19711

6/30/76 - 6/29/77
$90,326

90-C-898
Establishing and Training Citizen Action Committees for Foster Children

The National Action for Foster Children Committee Inc., will select and train twenty-five persons to become chairmen of local action committees to improve services to foster children. An initial seminar will stress identification of local resources, development of local partnerships, etc. A follow-up seminar six months later will evaluate ongoing activities and will make plans for the future.

Raymond S. McClelland, M.S.Sc.
National Action for Foster Children Committee, Inc.
10320 Adams Court
Mequon, Wisconsin 53091

6/29/76 - 6/30/77
$90,460

90-C-899
National Urban League Interagency Adoption Project

The purposes of this project are 1) to demonstrate that "White" adoption agencies can place Black children, 2) to establish a model for use by the states, and 3) to assist in removing Federal disincentives to

adoptive placements. Demonstration Black-Black adoptions will be completed in six project cities. Observation schedules, interview guides, and questionnaires will be designed and tested.

Evelyn Eggleston, M.S.W.
National Urban League
500 East 62 Street
New York, N.Y. 10021

6/30/76 - 6/29/77
$150,000

HEW-100-75-0199
Curriculum for Training Residential Child Care Workers

The purpose of this project is to develop, test, and evaluate a set of basic course materials which can be used as a basis for pre-service and in-service training of child care workers in residential institutions for dependent, delinquent, retarded, disturbed, and physically handicapped children.

Richard Uhlig, Ph.D.
School of Social Work
University of North Carolina
223 E. Franklin Street
Chapel Hill, North Carolina 27514

7/1/75 - 3/30/77
$297,000

HEW-100-75-1113
Developing Measures for Evaluating Child Welfare Service Delivery Programs

This project will 1) determine the key issues and indicators of the processes and outcomes of child welfare service delivery programs; 2) develop sets of measures, subdivided by program component and program or agency type, on the basis of these issues and indicators; and 3) develop and maximize the acceptance of guidance materials for program or agency self-assessment and self-improvement.

Jerry S. Turem, Ph.D.
The Urban Institute
2100 M Street, N.W.
Washington, D.C. 20036

7/1/75 - 11/30/76
(Contract period extended)

HEW-105-76-1101
Child Welfare Service Delivery Systems Model

The overall purpose of this project is to develop tools that can be used by all states to increase efficient operation of child welfare service delivery programs. Specific objectives are: 1) to obtain, analyze, and document information about existing programs, 2) to develop a set of delivery systems that are based on and contain components of the most exemplary systems currently operating, and 3) to assist states, at their request, to implement appropriate adaptations. Twenty-five state systems have been surveyed by two-person teams, and five systems are now being examined in depth.

Gail G. Hunt
Peat, Marwick, Mitchell & Co.
1025 Connecticut Avenue, N.W.
Washington, D.C. 20036

7/15/75 - 10/14/76
$514,000

Virginia Banerjee, M.S.W.
Child Welfare League of America
67 Irving Place
New York, N.Y. 10003

HEW-105-76-1125
Comprehensive Emergency Services

The purpose of this project is to provide technical assistance to all fifty states, and to individual communities, in initiating and operating 24-hour comprehensive emergency services. Components of these services will include 24-hour intake, caretakers, homemakers, foster family homes, outreach, and follow-up. Materials and information will be disseminated.

Patricia W. Lockett
320 Metro Howard Office Bldg.
25 Middleton Street
Nashville, Tennessee 37210

6/30/76 - 6/30/77
$207,914

HEW-105-76-1126
Development of Specialized Curricula for Foster Parenting

The purposes of this project are: 1) to develop two specialized curricula to be used as supplements to the basic curriculum, Introduction to Foster

Parenting, 2) to disseminate the curricula, and 3) to train trainers in their use. One of the new curricula will focus on adolescent, the other on retarded foster children.

Helen Stone, M.S.W.
Child Welfare League of America
67 Irving Place
New York, N.Y. 10003

6/30/76 - 6/30/77
$428,560

HEW-105-76-1127
National Surveys of Public Social Services for Children and Their Families

The purpose of this project is to develop a feasible, timely, and valid procedure to generate indepth data concerning the provision of social services for children and their families by the public welfare system. These data will provide guidance for planning, policy formulation, program development, research, technical assistance, and training. Two hundred agencies will be recruited and oriented through five regional meetings. Five states will cooperate in preparation of a survey manual. A comprehensive information needs assessment will be developed. Outcomes of the project will be presented at a National Conference of State Welfare Directors.

Anita Schroeder, Ph.D.
Westat, Inc.
11600 Nebel Street
Rockville, Maryland 20852

6/30/76 - 12/31/77
$439,482

HEW-105-76-1140
Study of Welfare Services for Migrant Children

The purpose of this study is to obtain, analyze, and report on the state-of-the-field concerning welfare services to migrant children and their families who are instream, home-based, or settled-out. Investigators will determine the nature and extent of services available, differential needs for services, numbers of children involved, interactional patterns between clients and services, and will compare services to home-based and instream families. A review of current literature, legislation, and

existing systems will be undertaken by means of interviews, questionnaires, and surveys in a twelve state sample.

David Cavenaugh, M.P.P.
c/o InterAmerica
2001 Wisconsin Ave., N.W.
Washington, D.C. 20007

6/1/76 - 5/31/77
$243,351

HEW-105-76-1167
HEW-105-76-1168
HEW-105-76-1169
HEW-105-76-1171
State Demonstration Child Welfare Services Delivery Systems Projects

The purpose of these projects is to obtain direct involvement of the states in the child welfare services delivery systems design. Involvement will allow immediate access to information needed, will keep the states continuously informed, will provide training to onsite professionals, and will increase likelihood of adoption of new designs.

Thomas E. Villiger
Illinois Department of Children
and Family Services
State Administrative Offices
623 East Adams Street
Springfield, Illinois 62706

6/14/76 - 6/30/77
$58,979

Charles Dickinson
Massachusetts Department of
Public Welfare
Office of Social Services
600 Washington Street
Boston, Massachusetts 02111

6/23/76 - 6/30/77
$54,700

Deborah Rothe
Oklahoma Department of Institutions
Social and Rehabilitative Services
P.O. Box 25352
Oklahoma City, Oklahoma 73125

6/24/76 - 6/30/77
$50,000

Jerold Marjerus
Wisconsin Department of Health
Division of Family Services
1 West Wilson Street
Madison, Wisconsin 53702

6/30/76 - 6/30/77
$67,957

GOAL AREA 4: CHILD ABUSE AND NEGLECT

Projects in this goal area are designed to increase knowledge about the causes, nature, extent, consequences, prevention, identification, and treatment of child abuse and neglect, and to improve services to abused and neglected children. Some of the projects are direct demonstrations of services, others combine demonstration with research. Twenty-two State and professional organizations are now demonstrating the effectiveness of a new curriculum designed to counteract child abuse and neglect. Evaluations are underway of these curriculum projects, and also of twenty demonstration centers throughout the country.

Research and Demonstration Projects

OCD-CB-141(C5)
Family Development Study (Study of Social Illness in Children)

The project integrates a study of the epidemiology of "social illnesses" of children under four years of age (failure to thrive, abuse and neglect, pica, accidents and ingestions) and a study of the characteristics of their familial environments (ecological setting, composition, health, socio-economic status, social support networks, childrearing problems, maternal stress, paternal attitudes, and child temperament). An in-depth study of a subsample of abused children, concentrating on their intellectual development, social cognition, and peer interaction with respect to a match comparison group, is being conducted. The objective is to improve differentiation of child abuse cases from other categories of early childhood social illness.

Eli Newberger, M.D.
Children's Hospital Medical Center
300 Longwood Avenue
Boston, Massachusetts 02115

6/1/76 - 5/31/77
$255,741

OCD-CB-454(C3)
National Clearinghouse for Child Neglect and Abuse

This project has established a national clearinghouse for systematic data collection pertaining to the nature, incidence, and characteristics of child neglect and abuse. Periodic reports and analyses of factual data will be published for public and professional use in the

planning of child abuse research and services. Analyses will also be available to states at minimal cost.

Vincent De Francis, J.D.
Director, Children's Division
American Humane Association
P.O. Box 1266
Denver, Colorado 80201

4/1/76 - 3/31/77
$199,879

OCD-CB-473(C2)
Legal Bases for Child Protection

At present, many decisions on child neglect are alleged to be made from the perspective of middle class mores, and are also highly variable by state. This project is evaluating all present child neglect laws and seeks to develop a model termination of parental rights act and guidelines for its interpretation. The model will be reviewed by legal and social authorities, individuals representing ethnic minorities, and other interested groups.

Sanford N. Katz, L.L.D.
Boston College Law School
Brighton, Massachusetts 02135

9/1/75 - 8/31/76
$119,607

OCD-CB-500(C3)
Structure and Performance of Programs of Child Abuse and Neglect

This project is conducting a survey of seven types of agencies or protective service programs relating to child abuse and neglect and preparing recommendations concerned with the planning of future experimental demonstration programs. Criteria for performance evaluation and a framework describing the structure of present programs and explaining their differences are being developed for use in the survey.

Saad Z. Nagi, Ph.D.
Ohio State University
1250 Chambers Road
Columbus, Ohio 43212

7/1/76 - 6/30/77
$106,000

90-C-73(C2)(S1)
The Family Learning Center Project

This project is coordinating available resources, expanding the capacity to collect, analyze, and disseminate information about referral and treatment procedures, and increasing treatment options for abused and neglected children and their families, particularly those related to crisis response intake. Among the program elements of this community based multidisciplinary effort are public education, medical evaluation and treatment, school and pre-school referral programs, and a Family Learning Center incorporating a 24-hour hot line and crisis nursery, specialized foster care, lay therapy, and treatment and education for children and parents.

Margaret A. Nicholson, M.S.W.
Adams County Department of Social Services
4195 West 72nd Avenue
Westminster, Colorado 80030

5/1/76 - 4/30/77
$156,536

90-C-74(C2)
Protective Services Demonstration Project - Union County, New Jersey

This publicly operated county-wide project is establishing a comprehensive, systematic, and integrated service delivery network for abused and neglected children and their families in Union County, New Jersey, serving a population of 543,000. Program elements in this multidisciplinary effort include special investigation and supervision units within the Youth and Family Services Division, a Parent Development Center, community treatment resources (e.g. lay therapy and professional counseling, day care, homemaker services, family planning, and parent lines), coordinating mechanisms for services, and an outreach program for identification and referral.

Florine Brown
State Division of Youth and Family Services
One South Montgomery Street
Trenton, New Jersey 08625

5/1/76 - 4/30/77
$180,000

90-C-75(C2)(S1)
Family Resource Center

This urban, hospital-based program includes family intervention, coordination of referral service delivery among relevant agencies, a community education program, training programs for staff and volunteers, and a multidisciplinary hospital team to assist in the identification, evaluation, and followup of abused children. A

major goal is to reduce the reoccurrence of abuse through a total family treatment program which offers individual therapy, group therapy, and counseling to parents and diagnostic testing, play therapy, and a prescriptive program for the remediation of developmental skills to children.

Phyllis A. Rozansky, M.S.W.
St. Louis Children's Hospital
4386 Lindell Boulevard
St. Louis, Missouri 63108

5/1/76 - 4/30/77
$110,815

90-C-76(C2)
Makah Child Development Services Center

This reservation-based program is developing a system to identify potential cases of child abuse or neglect and report the incidents which do occur, to coordinate services appropriate for dealing promptly with each incident, and to provide procedures for its tracking and followup. Elements of a comprehensive, tribe-oriented child development program include parent effectiveness training, income management, and interest discussion groups. Approximately 150 families are being served.

Ellen Ides
Makah Tribal Council
P.O. Box 115
Neah Bay, Washington 98357

5/1/76 - 4/30/77
$49,916

90-C-77(C2)(S1)
Coordinating Community Concern for Child Abuse and Neglect

This county-wide program under private auspices intends to reduce the incidence of child abuse and/or neglect through coordination of abuse/neglect services, direct services to parents, community education, and training and staff development. Program elements include a panel for family living involving representatives of all county agencies, group therapy and child management training for parents, the use of volunteers as follow-up parent aides, and the evaluation of a promising new procedure for the treatment of abuse/neglect.

Christina A. Narr, M.S.W.
The Panel for Family Living
1115 South 4th Street
Tacoma, Washington 98405

5/1/76 - 4/30/77
$105,064

90-C-78(C2)
Arkansas Child Abuse and Neglect Project

This program is demonstrating the application of a volunteer-based model for protective services in four representative counties. The volunteers receive training, professional supervision, and consultation from multidisciplinary teams in order to learn to identify and service the children and parents of families in which abuse or neglect is present, suspected, or probable. The volunteer model is designed to expand the capability of professional agencies responsible for child care and protection through both the services of the volunteers and community involvement.

Jack W. Hill, M.S.W.
Arkansas Social Services
P.O. Box 1437
Little Rock, Arkansas 72203

5/1/76 - 4/30/77
$160,000

90-C-79(C2)(S1)
Child Abuse/Neglect Demonstration Unit

The Department of Social Services has established a specialized protective services unit in the Bayamon area and is comparing its effectiveness with that of the generalist management of cases in a similar area. This effort, if successful, will serve as a model for similar services to be established in eight other high need regional areas. Project goals include preventing child abuse/neglect through services to improve the functioning of "high risk" families, expediting the reunion of forcibly separated families, and extending child services.

Doris G. de Knudson, M.S.W.
Department of Social Services
Regional Office - P.O. Box 2578
Bayamon, Puerto Rico 00619

5/1/76 - 4/30/77
$119,890

90-C-80(C2)
Child Protection Center

This project has established a 24-hour center, hot line, etc., with the objective of improving early detection of child abuse and neglect in the East Baton Rouge Parish. Expeditious diagnosis and disposal of cases is being sought through interdisciplinary evaluations and a joint agency determination of treatment plans. A similar coordination

of community efforts is being utilized to provide a range of additional services.

Ralph W. Doerner, M.S.W.
Baton Rouge Child Protection Center
5825 Airline Highway
Baton Rouge, Louisiana 70805

5/1/76 - 4/30/77
$150,025

90-C-81(C2)(S1)
Family Care Center for the Treatment of Child Abuse

A Family Care Center for children who are victims of abuse is serving as an alternative to incarceration of parents and placement of the children in foster care. As a 24-hour facility for the care of a maximum of 25 persons, the Center has the capacity of initial physical protection of children and utilization of a variety of treatment modalities aimed at changing family interactions and effecting family reunion. The Center is conducting community education programs and serving as a coordinating focus for agencies involved in child abuse problems.

Oliver Johnson, M.S.
Project Administrator
Family Care Center
809 N. Santa Fe
Compton, California 90221

5/1/76 - 4/30/77
$149,718

90-C-82(C2)
Parent and Child Effective Relations Project (PACER)

This project, in Pinellas County, Florida, intends to reduce the incidence of abuse and neglect by 1) improving casefinding through training a variety of personnel having regular contact with children and families; 2) improving case handling and treatment planning by the use of interdisciplinary child trauma teams; 3) developing additional treatment opportunities for abusers and parents at risk; 4) mobilizing a coordinated community prevention and correction system; and 5) developing management information and cost effectiveness programs.

Charlene Bennett, M.S.W.
Juvenile Welfare Board
3455 First Avenue South
St. Petersburg, Florida 33711

5/1/76 - 4/30/77
$117,000

90-C-83(C2)(S1)
Pro-Child: A Child Abuse and Neglect Program

This project, serving Arlington County, Virginia, is replacing a traditional protective services unit with a comprehensive community-oriented approach. This involves the establishment of a community advisory board, the use of a multidisciplinary team, innovative treatment techniques and facilities, provision of medical and legal consultation, development of public awareness, coordination of community services, and some research.

Cynthia K. Ragan, A.C.S.W.
Department of Human Resources
Arlington County Board of Public Welfare
P.O. Box 7258
Arlington, Virginia 22207

5/1/76 - 4/30/77
$103,075

90-C-104(C2)
Parents Anonymous - Self-Help for Child Abusing Parents

The purpose of this project is to expand the number of self-help organizations across the country. Service delivery is being decentralized, with technical assistance and training being made available and written materials being distributed through the regional offices.

Leonard Lieber, L.C.S.W.
Parents Anonymous, Inc.
2810 Artesia Boulevard
Redonda Beach, California 90278

5/1/76 - 4/30/77
$295,000

90-C-389(C2)(S1)
Hawaii Family Stress Center

The objectives of this project are to increase the scope and coordination of agency service deliveries on the Island of Oahu and demonstrate their effectiveness in primary prevention, in raising parental self-esteem, and in promoting the growth of the abused or neglected child. Included among the resources of the center will be the direct services of lay therapists, home makers, home health aides, logistic aides, parent-child emergency shelter, emergency child care, a mother-toddler day program, and a home visitor parent-training program. A training

manual is being designed for social workers in the preparation of court custody cases.

Sherrel L. Hammar, M.D.
Kauikeolani Children's Hospital
226 North Kaukini Street
Honolulu, Hawaii 96817

6/30/76 - 6/29/77
$310,000

90-C-390(C2)(S1)
Child and Family Advocates Demonstration Project

The objectives of this project are to 1) effect a cooperative network of multidisciplinary professionals (and lay people) and a coordinated network of services for the provision of comprehensive treatment to high risk families; 2) establish a prevention program and a crisis intervention hotline; 3) train professionals to deal effectively with abuse/neglect cases; and 4) raise community awareness of the problems of child abuse and neglect and make visible the means available for prevention and treatment.

James A. Bogle, M.A.
Child and Family Advocates of Evanston
1601 Sherman Avenue
Evanston, Illinois 60201

6/30/76 - 6/29/77
$147,748

90-C-391(C2)
H.E.L.P. Resource Project for Abused and Neglected Children and Their Families

One major objective of this state-wide, interdisciplinary project is to examine various parameters of the problem of child abuse and neglect by subcontracting studies such as the universe of need, the development of program standards, the legal needs of maltreated children and their families, and planning for a computerized central registry. The other major objective is to form an organization of service agencies that will provide a base of operation, develop capabilities for better treatment decisions, provide adequate and diversified resources, implement follow-up services, and elicit more reporting from the communities.

Curtis L. Decker
Maryland Department of Human Resources
1100 North Eutaw Street
Baltimore, Maryland 21201

6/30/76 - 6/29/77
$250,000

90-C-392(C2)
Multistate (Region IV) Child Abuse and Neglect Resource Demonstration Program

This regional demonstration project will launch a public awareness campaign, build and publicize the services of a regional resource inventory, identify and bring together regional child advocacy organizations, and develop methodology related to universe of needs and community readiness assessments. Training packages in abuse/neglect services, manuals on program/practice innovations, and program monitoring techniques will be developed, field tested, and disseminated. A technical assistance program will be developed to achieve implementation at state and community levels.

George Thomas, Ph.D.
University of Georgia
Tucker Hall
Athens, Georgia 30602

6/30/76 - 6/29/77
$350,000

90-C-393(C2)
Metropolitan Area Protective Service Project

This joint demonstration project of the Illinois Department of Children and Family Services and 17 private agencies will serve an estimated 800 abused or neglected children and their families per year on the north side of Chicago. A comprehensive multidisciplinary approach will be developed for all referrals to provide 1) a 24-hour "hotline"; 2) immediate investigatory response; 3) emergency removal of the child from the home when necessary; 4) crisis intervention to maintain the family (e.g. emergency shelter and emergency financial assistance); 5) long-term casework; and 6) social services (e.g. day care, medical care, residential treatment, and legal assistance).

Dennis F. Depcik, M.S.W.
Illinois Department of Children and Family Services
623 East Adams Street
Springfield, Illinois 62706

6/30/76 - 6/29/77
$231,750

90-C-394(C2)
Urban Indian Child Resource Center

The objective of this demonstration project is to provide access to services in the San Francisco Bay area for American Indian children in need of physical or emotional caretaking. A family services approach, utilizing family representative caseworkers, is being taken. Parents are trained to care for their children by methods that reinforce existing cultural practices and are shown how to seek out and receive services to which they are entitled. Short-term emergency services not immediately available elsewhere are being provided, and children are placed in Indian homes when foster parenting is necessary.

Agnes F. Williams, M.S.W.
Indian Nurses of California, Inc.
390 Euclid Avenue
Oakland, California 94610

6/30/76 - 6/29/77
$155,000

90-C-395(C2)(S1)
Child Abuse and Neglect Demonstration Organization (CAN-DO)

Activities of resource agencies and the State of Texas Department of Public Welfare are being coordinated by this project in a seven-county area. It is 1) conducting a campaign to increase public awareness of the problem of child abuse and neglect, to disseminate information on symptoms, and to encourage the reporting of incidents; 2) organizing a central registry and referral for the region; 3) implementing a preventive program with public support and participation; and 4) developing a continuum of services for children and families from prenatal care to alleviation of the consequences of abuse and neglect.

Charles A. Cass
Central Texas Council of Governments
P.O. Box 729
Belton, Texas 76513

6/30/76 - 6/29/77
$165,000

90-C-396(C2)(S1)
The Bedford-Stuyvesant Family Services Program

A two-faceted program that views the family as the basic unit in need of assistance, that incorporates a multidisciplinary plan for service delivery, and that insists upon the development of a community-based service system for its implementation has been designed by this project with the objective of reducing the incidence of child abuse and neglect in the Bedford-Stuyvesant area of Brooklyn. The coordinating component of the program involves liaison services, parent

advocacy, facilitative services (e.g. transportation and baby-sitting), and public awareness activities. The direct service component of the program involves family services (e.g. counseling groups), homemaker services (e.g. parent education), and an emergency "hotline".

Donald Gibbs, M.S.W.
The Wiltwyck School
1239-41 Fulton Street
Brooklyn, New York 11216

6/30/76 - 6/29/77
$257,281

90-C-397(C2)
A Demonstration Center for Child Abuse and Neglect

It is the purpose of this demonstration project to expand the scope and improve the effectiveness of the identification, referral, treatment, follow-up, supportive, and preventive services presently offered at St. Christopher's Hospital in Philadelphia to families in which child abuse or neglect is suspected or has occurred and to families "at risk" of such occurrences. Child care workers are being trained in special skills for dealing with the families involved, and public education programs are being developed to encourage families to make use of the help available and to create a climate in the community appropriate to identifying and controlling factors in the maltreatment program.

Odile R. Childress, M.S.W.
St. Christopher's Hospital for Children
2600 North Lawrence Street
Philadelphia, Pennsylvania 19133

6/30/76 - 6/29/77
$190,000

90-C-398(C2)(S1)
Resource Development for Activities Related to Child Abuse and Neglect in New York State

The major goals of this project are 1) to develop community resources at the county/district level in New York State which can be brought to bear on the problems of child abuse and neglect, and 2) to develop additional educational resources for use at the county/district level which help child-focused settings and community-based institutions become more responsive to the need for both prevention and immediate response. A resources center will be established at Cornell University, an interlock will be formed with carefully selected and ecologically fragile human services groups in New York City, and an early warning system for the identification of actual and potential abusers through sophisticated communications and the media will be implemented. One innovative aspect is the use of regional Child and Family Specialists

as transmitters of resources information and skills from the project to coalitions of agencies, organizations, child care providers, and parents in urban and rural counties.

E. Ronald Bard, Ph.D., LL.D.
Family Life Development Center
Room 172 MVR Hall
Cornell University
Ithaca, New York 14853

6/30/76 - 6/29/77
$270,000

90-C-399(C2)(S1)
Connecticut Child Abuse and Neglect Demonstration Center

The purpose of this demonstration project is to establish a hospital-based unit in the Hartford area to evaluate child abuse and neglect cases and provide short-term intensive treatment under supervision of the Department of Children and Youth Services of the State of Connecticut. Rehabilitative services made available through a consortium of public and private agencies will focus on physical conditions of the child and parents which substantially contribute to, or are the result of, abuse or neglect. A retreat program in which families "live in" at a weekend therapy and recreational facility for diagnosis and the learning of parenting skills is being developed.

Norma Totah, A.C.S.W.
Connecticut Department of Children
and Youth Services
345 Main Street
Hartford, Connecticut 06115

6/30/76 - 6/29/77
$243,869

90-C-400(C2)
The Family Development Program

A multi-faceted model program of services for abused or neglected children and their families which utilizes an interdisciplinary team from several agencies to determine the validity of reported cases and to formulate treatment plans individualized for each family is being developed and assessed by this hospital-based demonstration project in Newark. An education and training program in which parents learn about child growth, child care, and home management also is being developed and assessed.

John G. Cosgrove, M.S.W.
College of Medicine & Dentistry of
New Jersey - Martland Hospital
65 Bergen Street
Newark, New Jersey 07107

6/30/76 - 6/29/77
$280,000

90-C-401(C2)
Children's Hospital National Medical Center Child Abuse and Neglect Model Center

Approximately 400 abused or neglected children and their families will receive continuity of medical care and individual and group counseling from the moment of identification, and follow-up services over extended periods of time, through this interdisciplinary demonstration project in the District of Columbia. Community agency efforts will be coordinated for the benefit of clients, and a model record-keeping and case-tracking system will be developed.

Mary L. Holman, R.N., M.P.H.
Child Protection Center
2125 13th Street, N.W.
Washington, D.C. 20009

6/30/76 - 6/29/77
$269,623

90-C-402(C2)
Protective Services Resource Institute

Assistance will be given by this project in coordinating existing resources and services and developing new ones to combat child abuse and neglect. The project design to facilitate this goal has three components: 1) a comprehensive training program for professionals and semi-professionals directly involved in the protective service delivery system; 2) development of a program to inform the general public of the nature and extent of child abuse and neglect; and 3) provision of direct technical assistance to public and private groups, agencies, and individuals for the establishing of protective services prevention and treatment programs.

Lawrence T. Taft, M.D.
Rutgers Medical School
Department of Pediatrics
Piscataway, New Jersey 08854

6/30/76 - 6/29/77
$275,794

90-C-403(C2)(S1)
National Urban League Child Abuse and Neglect Project (Project Thrive)

Child protection service systems in Columbus, Ohio, and Indianapolis, Indiana, are being examined as to scope, effectiveness, and provision of supportive services with the ultimate goal of providing technical assistance, consultation, and other resources to develop methods of organizing and mobilizing resources locally which will prevent, identify, and treat child abuse and neglect and alleviate its consequences. Long-range objectives include studying how the childrearing

patterns of Black parents may relate to child abuse or neglect and explicating child protection issues and information relevant to the Black community. A Child Protection Resource Referral Center is being established to promote interagency cooperation.

Natalie A. Dowdell, M.S.S.A
National Urban League, Inc.
500 East 62nd Street
New York, New York 10021

6/30/76 - 6/29/77
$320,000

90-C-404(C2)
The New England Resource Center for Protective Services

A variety of management and programmatic support services will be provided by this project to the social service or other agencies in each of six New England states which have the responsibility for delivering services to children and families involved in child abuse or neglect situations. The project will enter into a collaborative relationship with appropriate state agencies, jointly exploring the range of needs in seven broad areas: 1) management information; 2) research evaluation; 3) community education; 4) staff development; 5) organization development; 6) policy development and legal liaison; and 7) program and service development.

Raquel Cohen, M.D., M.P.H.
Steven Lorch
Judge Baker Guidance Center
295 Longwood Avenue
Boston, Massachusetts 02115

6/30/76 - 6/29/77
$400,000

90-C-405(C2)(S1)
Family Resource Center

The project is developing a consortium of mental health and social service agencies with coordinated program-planning and evaluation functions in Bernalillo County, New Mexico, as a model program to reduce the incidence of child abuse or neglect. Program elements include protecting children through early intervention with "high risk" subpopulations; a 24-hour "hotline"; a central registry; and maintaining or reuniting families through crisis intervention, home intervention, and milieu therapy.

Wayne M. Holder, M.S.W.
Family Resource Center
8016 Zuni, S.E.
Albuquerque, New Mexico 87108

6/30/76 - 6/29/77
$272,000

90-C-406(C2)(S1)
Family Stress Center

An interdisciplinary service delivery system to supplement existing structures is being developed by the YMCA and the County of San Diego, California to provide non-punitive, supportive help for troubled families who are pre-child abusing. The following elements are involved in the treatment program: 1) training in parenting skills; 2) family, parent, and child counseling; 3) outside activities for the family; 4) child care services; 5) a Parents Anonymous group; 6) a 24-hour "Hotline"; and 7) referral information for supportive services (e.g., homemaker service, employment assistance, and legal service).

Gary D. Matthies, M.S.W.
YMCA - Human Development Department
577 Third Avenue
Chula Vista, California 92010

6/30/76 - 6/29/77
$168,500

90-C-407(C2)
The Education System's Role in Child Abuse and Neglect

Methods of involving public education more actively in the prevention and identification of child abuse and neglect as it occurs in school-age children are being explored by this project. Major activities of the first full project year will be as follows: 1) examination of state and district educational policies and procedures regarding child abuse; 2) formation of a National Advisory Committee on Child Abuse to make recommendations to the states regarding appropriate vehicles of educational training in all areas of child abuse; 3) examination of current legislation and case law in child abuse which pertain to the public schools; and 4) development of models for integrating the efforts of the public schools in child abuse with other human service delivery systems.

C. D. Jones, Jr.
Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80203

6/30/76 - 6/29/77
$250,000

90-C-408(C2)
A State-wide Program for Maltreated Children

Emphasis in this project is on using the educational process as a means of developing coordinated service delivery systems in each county of the State of North Carolina. A state-wide educational program concerning abuse and neglect, conducted through the Area Health

Education Center, is being organized around workshops and conferences. The initial objective is to form local coordinating committees on the development of resources to assist the county departments of social services.

Dan W. Davis, Ph.D.
University of North Carolina
Department of Pediatrics
Chapel Hill, North Carolina 27514

6/30/76 - 6/29/77
$199,670

90-C-409(C2)(S1)
Resource Training and Technical Assistance

Presently existing facilities, programs, and expertise of the National Center for the Prevention and Treatment of Child Abuse and Neglect are being made available to all counties and states within Region 8 (Colorado, Wyoming, Utah, Montana, North Dakota, and South Dakota) in order that they may eventually establish their own comprehensive programs. This demonstration resource project will include 1) training programs for professionals, para-professionals, and self-help groups in the areas of medicine, psychology, law, education, nursing, and social work; 2) provision of direct and indirect services and consultation to all agencies (state and private), satellite centers, and individuals within the defined geographical areas who request such services; and 3) assistance in how to structure, interpret, and implement innovative therapeutic programs, to identify child abuse, to prevent child abuse, and to treat abusing parents and the abused child.

C. Henry Kempe, M.D.
University of Colorado Medical Center
4200 East Ninth Avenue
Denver, Colorado 80220

6/30/76 - 6/29/77
$319,000

90-C-410(C2)(S1)
Arizona Community Development for Abuse and Neglect

The primary feature of this project is a demonstration of the desirability and feasibility of government and the private sector forming a partnership whereby each shall contribute their mutual efforts to reduce fragmentation of services, promote interdisciplinary services, and reverse the trend of increasing incidence of child abuse and neglect. A technical assistance system is being designed to train lay therapists and community volunteers and organizations, a system is being created to involve state-wide community participation in the planning and implementing process of the project, current needs and

resources are being documented, and an effort is being made to coordinate all public and private agencies working in the field.

Bonnie E. Palmer, M.S.C.D.
Department of Economic Security
P.O. Box 6123
Phoenix, Arizona 85005

6/30/76 - 6/29/77
$275,000

90-C-411(C2)
Child Abuse and Neglect Resource Demonstration (CANRED) Project

The objectives of this project are 1) to evaluate and improve specified components of current case identification services and public information efforts; 2) to develop and apply a comprehensive Profile of Needs instrument for the specification of services required to protect abused and neglected children and improve family functioning; and 3) to design models for the systematic identification, assessment, and coordination of community resources. The project is unique in its expansion beyond the interdisciplinary approach to one of a community-wide confrontation of the problem.

Janne B. Dinges, M.S.S.W.
Special Projects Bureau
CANRED Project
2800 South Interregional Highway
Austin, Texas 78704

6/30/76 - 6/29/77
$214,662

90-C-418(C1)
Abuse and Neglect Among Low-Income Families: A Comparative Study of Adequate and Inadequate Child Care

Groups of 400 child-neglecting and 100 child-abusing, low-income families will be compared by this project with a group of 300 low-income families who provide adequate care for their children to determine whether they are significantly differentiated by factors such as 1) family structure and functioning; 2) child and parental health; 3) use of drugs and alcohol; 4) special characteristics of the abused or neglected child; 5) childrearing knowledge, attitudes, and practices; and 6) awareness, and use, of available community resources which generally are considered to be important antecedents of child abuse or neglect. In addition, an inventory which defines abuse and neglect in terms of specifiable types of inadequacies in

child behavior will be field-tested and refined for use in case record reviews and interview observations.

Bernard Horowitz, Ph.D.
Graduate School of Social Work
Rutgers University
New Brunswick, New Jersey 08903

6/30/76 - 6/29/77
$164,973

90-C-419(C1)
Causal Factors in Neglect and Battering: A Prospective Study

A prospective study of the total population of births at a public hospital over an 18-month period will be conducted by this project in an attempt to identify and follow families judged to be at greatest risk of maltreating their new infants. The approach involves specification of pregnant women as high, moderate, or low risk for child abuse and neglect, followed by prenatal, perinatal, and postnatal evaluation of mother and child prior to maltreatment. Predisposing environmental variables, infant dispositional variables, and interactional variables are the three levels of variables, defined from a transactional point of view, to be included for a delineation of the continuum of caretaking casualty which culminates in the child abuse or neglect.

William A. Altemeier, III, M.D.
Vanderbilt University Hospital
21st Avenue & Garland Street
Nashville, Tennessee 37232

6/1/76 - 5/31/77
$183,000

90-C-421(C1)(S1)
Identification and Definition of Factors Causally Associated with Child Abuse and Neglect

This research project will attempt to determine the contributions of 1) personality attributes of parents, 2) child characteristics (predeviancy, and 3) exogenous and/or intrafamily stresses to child abuse or neglect. One hundred families each from abusive, neglectful, and normal populations of Brooklyn will be studied. All families sampled will include at least one child under the age of four years.

Arthur H. Green, M.D.
State University of New York
Downstate Medical Center
450 Clarkson Avenue
Brooklyn, New York 11203

5/1/76 - 5/31/77
$120,000

90-C-423(C1)(S1)
Service Project to Determine Reliability and Validity of Child Rearing Questionnaire

Certain individuals participating in research programs concerned with early identification of families likely to abuse and/or neglect their children will be encouraged by this project to utilize a questionnaire which appears to be capable of separating groups of women who are at high or low risk of rearing their children in an unusual manner. The instrument presently consists of 50 statements which are answered on a 7-point Likert scale from strongly agree to strongly disagree. Data will be gathered to further assess its test-retest reliability, concurrent validity, and predictive validity.

Ray E. Helfer, M.D.
Michigan State University
Department of Human Development
East Lansing, Michigan 48824

6/1/76 - 5/31/77
$34,000

90-C-424(C1)(S1)
A Prospective Study of the Antecedents of Child Abuse

A longitudinal approach to infant-mother interaction during the first two years of life will be taken by this research project to identify high-risk situations for child abuse and neglect. Emphasis will be placed upon differentiating neonate temperaments in terms of factors such as sensory threshold, activity level, arousal, and persistance to determine what role the child plays in causing his own maltreatment. These individual differences will be related to maternal factors during the prenatal period, and their effects upon parental childrearing attitudes will be assessed. In addition, an attempt will be made to develop objective criteria for defining degrees of child abuse and neglect.

Byron Egeland, Ph.D.
University of Minnesota
Department of Educational Psychology
N-548 Elliott Hall
Minneapolis, Minnesota 55455

5/1/76 - 4/30/77
$162,000

90-C-425(C1)
An Exploratory Study of Defining and Classifying Cases of Child Abuse

The goals of this research project are to 1) explicate criteria used by seven types of diagnosticians to define and classify child abuse; 2) ascertain how such criteria are assumed; and 3) study the translation of such definitions and classifications into treatment program

actions by way of the process used to screen cases for abuse. Particular attention will be given to a specification of which cases are likely to be falsely labeled abuse in the screening process by doctors, private social workers, or public school counselors, and which cases are likely to be missed.

Richard J. Gelles, Ph.D.
University of Rhode Island
Kingston, Rhode Island 02881

6/30/76 - 6/29/77
$18,689

90-C-426(C1)(S1)
Child Abuse: A Controlled Study of Social, Familial, Individual, and Interactional Factors

The objective of this project is to identify the societal, familial, individual, and interactional conditions that lead to the occurrence of child abuse. Factors analyzed will include social history, parental personality, parental intelligence, childrearing attitudes and expectations, marital conflict and satisfaction, and child development. The family will be studied as an interacting system, with interactions evaluated for both style and synchrony. The relationship between child abuse and drug abuse also will be examined.

R. H. Starr, Ph.D.
Children's Hospital of Michigan
3901 Beaubien Boulevard
Detroit, Michigan 48201

6/1/76 - 5/30/77
$179,957

90-C-427(C1)
An Investigation of the Relationship Between Substance Abuse and Child Abuse and Neglect

This research project will examine and compare the frequency and specific types of child abuse/neglect which are associated with phases in the cycle of opiate and alcohol abuse, including 1) need or craving, 2) procurement, and 3) withdrawal or detoxification. Commonalities in the etiologies of substance abuse and child abuse/neglect will be identified. Interview data will be gathered on the personality, current family situation, relevant personal and family history, social and economic circumstances, patterns of substance use, and childrearing behavior of opiate and alcohol addicts.

Joseph Mayer, Ph.D.
Washingtonian Center for Addictions
41 Morton Street
Boston, Massachusetts 02130

6/30/76 - 6/29/77
$124,928

90-C-428(C1)
Investigation of the Effects of a Multidimensional Service Program on Recidivism/Discontinuation of Child Abuse and Neglect

Case record data and interview data on families who have received varying types and amounts of intervention services during 1968-1974 will be gathered and scored by this project to investigate rates of discontinuation or recidivism of child abuse and/or neglect and change in each family's social, psychological, and ecological situation since the time of initial referral. Similar data will be gathered on the families who will be served by a State Demonstration Program in the next two years.

Roy C. Herrenkohl, Ph.D.
Lehigh University
Bethlehem, Pennsylvania 18015

6/1/76 - 5/31/77
$103,930

90-C-429(C1)
Identification of the Factors Effective in the Discontinuation of Parental Abuse and Neglect

Factors associated with discontinuation of abusive or neglectful behavior on the part of parental figures will be identified by this research project, and the circumstances under which such factors operate will be determined. Families referred in 1972 to six public child protective service programs in various parts of the United States will be interviewed to obtain data on their past and current childrearing, feelings about themselves as parents, their life situations, selected attitudes and behaviors, and their evaluations of the programs. The self-reports will be supplemented by case record review and interviews with the family's social worker.

Ann W. Shyne, Ph.D.
Child Welfare League of America
67 Irving Place
New York, New York 10003

5/1/76 - 4/30/77
$53,543

90-C-430(C1)
Evaluation of Child Abuse and Neglect Services

Measures of service effectiveness and efficiency will be developed by this project to "fit" the programs of the Child Abuse and Neglect Demonstration Centers which they will be used to evaluate. A set of treatment measures will contain 1) indices of the severity of the abuse and neglect situations, and typologies of perpetrator behavior, 2) a recording system to provide data on all dimensions of the service, 3) a variety of outcome measures, and 4) measures related to continuity

of service when other community resources are used. A set of prevention and identification measures will contain 1) numerous measures related to referrals to the Centers, and 2) measures to assess the impact of 24-hour "hotline" services.

James R. Seaberg, Ph.D. 6/1/76 - 5/31/77
University of Washington $146,383
Center for Social Welfare Research
Seattle, Washington 98195

90-C-442(C1)
The Apathy-Futility Syndrome in Child Neglect: An Urban View

This project will replicate, extend, and refine one conducted several years ago in a rural county in Southern Appalachia. The aim is to determine whether certain tentative conclusions drawn in the previous study generalize to an urban area by drawing a new sample of families at or near the poverty level, with both parents in the home and one child around five years of age, in Metropolitan Atlanta. The project will attempt to identify factors which differentiate relatively neglectful families from families offering adequate care, with emphasis placed on the character structure, dynamics, and life situation of the neglectful mother. The original design has been modified to arrange for twenty-five one-parent families in the control group.

Norman A. Polansky, Ph.D. 6/15/76 - 6/14/77
University of Pennsylvania $170,993
School of Social Work
Philadelphia, Pennsylvania 19174

90-C-445(C1)
Family Interaction Patterns Related to Child Abuse and Neglect

Behavioral interactions in a group of families with children over three years of age where child abuse or neglect has occurred will be compared by this project with those in a matched group of families where it has not occurred. The interaction patterns will be related to maternal health, child development, perceptions of children and spouse, parenting problems, demographic conditions of the families, and social service intervention. The focus of the study is on similarities and differences of the intra-family dynamics of abuse and neglect.

Robert L. Burgess, Ph.D. 6/30/76 - 6/29/77
The Pennsylvania State University $118,000
5 Old Main
University Park, Pennsylvania 16802

90-C-448(C1)
An Exploratory Investigation of Potential Societal and Intra-Familial Factors Contributing to Child Abuse and Neglect

This exploratory research project is focused upon the development of a multivariate conceptual framework applicable to the prediction and analysis of child abuse patterns. Specific objectives are 1) to determine the gap between cultural and legal definitions of child abuse; 2) to identify and describe certain environmental, societal, and institutional stresses which may impact upon Black families; 3) to isolate some of the dominant familial characteristics which contribute to abusive and/or neglectful behavior; and 4) to illuminate the complex of factors affecting the phenomena of child abuse and extra- and intra-familial factors.

Robert J. Bentley, Ph.D.
National Council for Black Child Development
1411 K Street, N.W., Suite 500
Washington, D.C. 20005

6/1/76 - 5/30/77
$108,508

90-C-451(C1)
San Antonio Child Abuse/Neglect Research Project

Possible relationships between child abuse/neglect and drug/alcohol abuse will be examined by this project. A master file of adjudicated and documented cases will be assembled from the resources of a variety of community agencies and organizations. Pertinent data will be gathered on demographic characteristics of the drug/alcohol abusing parent, parents and/or parent surrogate (e.g. ethnicity, marital status, income, and education), demographic characteristics of the abused/neglected child (e.g. age, mental health, and familial situation), and factors descriptive of the community (e.g. geographical setting, and population, economic, and social characteristics).

Dario Chapa
Mexican American Neighborhood Civic Organization
2811 Guadalupe Street
San Antonio, Texas 78207

6/30/76 - 6/29/77
$135,654

90-C-483(C1)(S1)
Region VII Child Abuse and Neglect Resource Center

This project is designed to facilitate the development and implementation of a new model for child abuse and neglect prevention, detection, and treatment in the rural areas of Region VII (Iowa, Nebraska, Kansas,

and Missouri). The new model emphasizes the therapeutic intent of recent child maltreatment laws and the promotion of interdisciplinary cooperation in service delivery. A small interdisciplinary team will be used to provide training and other supportive services to practicing professionals, agencies, associated personnel, community groups, and individuals throughout the four-state region.

Gerald Solomons, M.D.
Institute of Child Behavior and Development
University of Iowa
Oakdale, Iowa 52319

7/1/76 - 6/30/77
$241,000

90-C-484(C1)(S1)
Child Abuse and Neglect: A Resource Demonstration Program for Region IX (Excluding Arizona)

The overall purpose of this demonstration project is to establish a regional network for the coordination and delivery of services in child abuse and neglect throughout the geographic area encompassing Region IX (excluding Arizona). Program elements include 1) conducting state-wide public awareness campaigns; 2) providing education and training to a variety of professionals and agencies; 3) providing state-wide technical assistance and consultative services to program operators; 4) providing direct support and supervision to satellite centers or remotely located programs; 5) supporting, upgrading, or establishing communication linkages between programs, agencies, and individuals; and 6) assessing local needs and service capabilities.

Hershel K. Swinger
David B. Friedman, M.D.
California State University, L.A.
5151 State University Drive
Los Angeles, California 90032

7/1/76 - 6/30/77
$320,000

90-C-485(C1)(S1)
Region X Demonstration Project for the Prevention of Child Abuse and Neglect

This demonstration project will identify, coordinate, and mobilize resources in the Region X area (Washington, Oregon, Idaho, and Alaska) to be used in the prevention or amelioration of child abuse and neglect. There are five general objectives: 1) to serve as a catalyst for the training of agencies and groups in activities related to child abuse and neglect; 2) to advocate within states and communities for the importance of public and private support; and 3) to identify the universe of need and assess local readiness; 4) to establish or upgrade

communication linkages; and 5) to provide technical assistance and consultation to program operators and direct support to satellite centers.

James A. Bax, Ph.D.
Northwest Federation for Human Services
P.O. Box 2526
Boise, Idaho 83701

6/30/76 - 6/29/77
$264,982

90-C-504(C1)
Community Comprehensive Emergency Services for Children of High Risk Families

The primary focus of the project is application of the Comprehensive Emergency Services concept to a rural community. The approach is based on total involvement of the community in implementation of the concept and on working out of the community's relationship with the Idaho Department of Health and Welfare. A further factor in this particular project is the existence of a separate system, Mountain Home Air Force Base, and the need of the community to integrate the dual systems. Some preliminary work has been accomplished; the project year should be one of actual demonstration.

Shirley Cox, M.S.W.
Idaho Department of Health & Welfare
1602 W. Franklin
Boise, Idaho 83720

8/1/76 - 7/31/77
$35,000

90-C-575(C1)(S1)
Demonstration Project for Coordinated Delivery of Social Services to Children Residing on a Military Base and in Surrounding Rural Counties

This project will develop and test a model for a cooperative arrangement between a military base (Fort Campbell) and the bi-state community (Tennessee, Kentucky) in which it is located which systematizes the delivery of comprehensive emergency services to abused or neglected children and their families. The model will include a viable procedure for interstate exchange of information to facilitate coordination of case management, and service delivery will be extended beyond county lines to socially isolated rural areas. Incidences of abuse and neglect among the military and the non-military populations will be compared to determine whether they differ in frequency and severity.

D. Jeanne Dycus, M.S.W.
Tennessee Department of Human Services
Social Services Division
410 State Office Building
Nashville, Tennessee 37219

7/1/76 - 6/30/77
$154,000

90-C-576(C1)
Child Advocacy Resources Expansion (CARE)

It will be demonstrated that an extensive but fragmented array of existing resources can be used as the basis for providing a broad, integrated spectrum of child abuse and neglect prevention, diagnosis, and treatment services to troubled military families through systematic planning by multiple military installations, community agencies, the Department of Public Welfare, and the staff of this project. An innovative staffing model will be developed, and the need for bilingual/bicultural project components will be assessed.

Charla Dean McCoy, Ph.D.
Texas Department of Public Welfare
John H. Reagan Building
Austin, Texas 78701

7/1/76 - 6/30/77
$172,000

90-C-599(C1)(S1)
Region VI Resource Center on Child Abuse and Neglect (RCCAN)

A resource center will be established by this project to assist each state in Region VI to develop a service delivery system for dealing more effectively with child abuse and neglect problems. Initial efforts will be concerned primarily with quantifying the distribution of needs and the capabilities of existing social service and medical care delivery systems. Subsequent efforts will be oriented toward the provision of consultation, training, and technical assistance in the design, setup, and operation of delivery systems. The multidisciplinary approach includes legal, medical, and social work components.

Michael L. Lauderdale, Ph.D.
The University of Texas
Center for Social Work Research
Austin, Texas 78712

6/30/76 - 6/29/77
$305,000

90-C-600(C1)
Region V Midwest Parent-Child Welfare Resource Center

The goal of this project is to establish a resource center in Region V to increase the availability, usage, and effectiveness of comprehensive services for preventing and treating child abuse and neglect. One service component of the project will provide consultation and technical assistance to community groups and abuse/neglect programs on issues such as resource mobilization, manpower utilization, and program design, establish an inventory of available resources, and coordinate a region-wide public awareness campaign. The other service component will

develop professional and continuing education programs, and will sponsor a series of workshops geared toward the in-service training needs of agencies, groups, and individuals providing services to those involved in child abuse.

Catherine S. Chilman, Ph.D.
The University of Wisconsin-Milwaukee
School of Social Work
Milwaukee, Wisconsin 53201

6/30/76 - 6/29/77
$250,000

90-C-601(C1)(S1)
Child Abuse and Neglect Resource Center: Region III

The primary purpose of this project is to identify, coordinate and bring to bear on child abuse and neglect needs the vast private, institutional, governmental, and organizational resources located within the Region III geographical area. A multi-disciplinary service center will be established to accomplish this purpose through provision of the following direct and indirect coordinated services to regional child abuse and neglect operational agencies/programs: 1) technical assistance (consultation and publication services); 2) curriculum design and information dissemination training; 3) limited research; 4) evaluation coordination and evaluation of personnel, agencies, and organizations; 5) information reference; 6) records management; and 7) coordination.

Barbara J. Stembridge, Ph.D.
Howard University
Institute for Urban Affairs and Research
2935 Upton Street, N.W.
Washington, D.C. 20008

6/30/76 - 6/29/77
$269,000

90-C-621(C1)(S1)
Migrant Child Abuse and Neglect Prevention Project

A delivery system to prevent and treat child abuse and neglect in migrant families in a manner consistent with their cultural and life style characteristics will be developed by this project. Program elements include 1) education for parenting; 2) education in the causes of, and alternatives to, child maltreatment; 3) sensitivity in identification and intervention; 4) involvement of the extended family as a support structure at all levels of concern; and 5) documentation of problem intensity.

Oscar L. Villarreal
Texas Migrant Council
2200 Santa Ursula
Laredo, Texas 78040

7/1/76 - 6/30/77
$199,921

90-C-622(C1)(S1)
Cook Inlet Native Association Child Abuse and Neglect Program

The main goal of this project is to rehabilitate selected abusive or neglectful Native families through the utilization of family aides to replicate as closely as possible the supportive village extended family within an urban setting. Identification, investigation, and evaluation of cases will be coordinated with other public and private agencies, a multi-disciplinary treatment plan will be developed, referrals to community resources will be made, professionals and para-professionals will be trained, Native foster homes will be located, and childrearing and child care services will be provided.

Barbara Pighin
Cook Inlet Native Association
670 W. Fireweed Lane
Anchorage, Alaska 99510

7/1/76 - 6/30/77
$174,900

90-C-623(C1)
Montana's Rosebud-Northern Cheyenne Child Abuse and Neglect Demonstration Project

The purpose of this project is to demonstrate a child abuse and neglect protective service delivery system for rural areas having no such services. Program elements include 1) increased public awareness; 2) protection of the abused/neglected child and his family to maintain family unity and improve family functioning; 3) education of abusing parents in alternative ways of relating to their children; 4) a comprehensive and coordinated approach to prevention and treatment which includes regional health facilities, reservation facilities, volunteer groups, and a team of key professionals for counsultation on individual cases, community program development, and child advocacy; 5) 24-hour operation; and 6) use of relevant definitions to determine the extent of abuse and neglect on Indian reservations.

Karen Keyes
State Department of Social and
Rehabilitation Services
P.O. Box 903
Forsyth, Montana 59327

7/1/76 - 6/30/77
$93,150

90-C-624(C1)(S1)
Developing a Community of Child Care and Concern for Urban Native American Children and Families

A program of training, technical assistance, and service to extend the resources and enhance the capacity of professionals, associated personnel, agencies, community groups, and others to more effectively prevent and treat child abuse and neglect in the American Indian community of Greater Minneapolis is being developed by this project. The service program will involve the following approaches: 1) 24-hour operation; 2) interdisciplinary training of Native American Family Advocates and community workers to act as liaison between Indian families and nonresponsive or hostile social service agencies; 3) an early warning and emergency service system compatible with Indian community life styles; 4) preventive intervention through case management and monitoring of Indian families; and 5) recommendations for social policy formulation.

John Red Horse, Ph.D.
University of Minnesota
School of Social Work
400 Ford Hall
Minneapolis, Minnesota 55455

7/1/76 - 6/30/77
$200,000

90-C-625(C1)
Choctaw Center on Child Abuse and Neglect

This child abuse and neglect project of the Choctaw Indian community has four aspects: 1) raising community awareness through a Resolution by the Tribal Council establishing the rights of Choctaw children, definition of the problem by a representative Commission, training of service workers, and interaction with community churches; 2) utilization of various agency and organization resources to identify abusive or neglectful families; 3) direct services (e.g. casework, socialization, emergency response, day care, adult education group counseling, and followup); and 4) prevention through parent effectiveness training and an Exploring Childhood curriculum for high school juniors and seniors.

Joseph J. Renaud, Jr.
Director, Choctaw Child Advocacy Program
Mississippi Band of Choctaw Indians
Route 7, Box 21
Philadelphia, Mississippi 39350

7/1/76 - 6/30/77
$163,207

90-C-626(C1)
Project Ku-nak-we-sha' (Caring)

Tribal people of the Yakima Indian Reservation will be involved by this project in their traditional and once successful helping roles to reaffirm the Tribal extended family in caring for children and preventing their removal from the nurturing milieu when they become the victims of abuse or neglect. Emergency caretakers and homemakers will be trained and made available on a round-the-clock basis, a 24-hour "hotline" will be put into operation, and an emergency receiving home will be utilized when separation from parents is necessary. In addition, community resources will be coordinated, and educational and counseling services will be provided to develop positive alternatives to child maltreatment.

Maxine W. Robbins, A.C.S.W.
Confederated Tribes and Bands of
the Yakima Indian Nation
P.O. Box 632
Toppenish, Washington 98948

7/1/76 - 6/30/77
$149,896

90-C-691
Demonstration Project for Child Abuse and Neglect

A primary group of professional people located at the Columbus Children's Hospital and consisting of social workers, a pediatrician, a psychiatrist, a nurse, a psychologist, and staff-based social workers from Franklin County Children's Services, together with varied community agencies and volunteer resources participating in consultation, will be formed by this project to evaluate every case of reported or suspected child abuse or neglect. In addition, the group will carry on with definitive therapy and management for a selected group of cases. Supportive services such as day care, homemakers, volunteers, recreational outlets, and education also will be provided by the project.

Bruce D. Graham, M.D.
The Children's Hospital Research
Foundation
561 South 17th Street
Columbus, Ohio 43205

6/30/75 - 6/29/77
Grant Period Extended

90-C-692
Regional Child Abuse Treatment and Referral Demonstration Center

A multi-disciplinary team approach to the treatment of abused or neglected children and their parents will be utilized by this demonstration project in a medical center setting. Innovative treatment options such as family care units and family resource associates will be employed to accomplish the following objectives; 1) reduce incidence and mortality during the first year of life; 2) reduce incidence of repeat offenses; 3) demonstrate continuity of care; 4) improve treatment; 5) increase referrals; 6) provide an option to the courts; 7) provide a safe environment for children at risk; and 8) educate professionals and the lay community.

Mary Jones
Norton-Children's Hospitals, Inc.
200 East Chestnut Street
Louisville, Kentucky 40202

6/30/75 - 12/30/76
Grant Period Extended

90-C-693
Child Abuse and Neglect Demonstration Center

The purpose of this demonstration project is to identify "high risk" families, intervene at the point indicated, and thus aid in preventing child abuse by coordinating the services presently available to actual or potential child abusers and by utilizing a team approach. Prevention will be further accomplished by treating parents who have already committed abuse. A team of experienced practitioners will help the actual or potential abuser by providing medical, social, psychological, psychiatric, legal, and other ancillary services at difficult points in family life where abuse and/or neglect may occur.

George Bell
Child/Family Center
7737 Kercheval
Detroit, Michigan 48214

6/30/75 - 4/25/77
Grant Period Extended

90-C-694
Parental Stress Center

The purpose of this demonstration project is to establish a center that will receive abused or neglected children below two years of age and their families under Juvenile Court order. Both the children and the parents will be provided with a wide range of diagnostic and therapeutic services. Each child will be protected in a growth-producing environment and his development documented while the ability

of his parents to adequately nurture a small child is being assessed. The needs of older abused/neglected children and their families will be addressed by the center in terms of community consultation, establishment of "hot lines", self-help parent groups, and community education.

Barbara Schultz, A.C.S.W.
Parental Stress Center
918 S. Negley Avenue
Pittsburg, Pennsylvania 15232

6/30/75 - 10/31/76
Grant Period Extended

90-C-695
Clayton County Protective Service Team

A comprehensive service delivery system will be developed by this demonstration project to provide coordination of services, identification of incidents of child abuse and neglect, education of the people in the community as well as professional and para-professional personnel, and treatment of identified families. Intake, referral, crisis counseling, and emergency services including medical treatment, foster care placement, babysitting, and homemaking will be available 24 hours a day. A capacity for longitudinal research into the nature and dynamics of child abuse will be included in the system, and an attempt will be made to determine the factors which result in erroneous diagnoses.

Patricia Hinton, M.S.W.
Protective Service Team Center
5870 Maddox Road
Suites Q,R,S
Morrow, Georgia 30260

6/30/75 - 4/1/77
Grant Period Extended

90-C-699
Appalachian Citizens for Children's Rights

Coordinative mechanisms for the delivery of services through networks available in Appalachia and rural America will be developed by this demonstration project. The model program will include 1) an interdisciplinary, interagency child abuse and neglect team; 2) a rural children's residential treatment home; 3) organization of target groups into self-help programs; 4) development of "do-it-yourself" materials; and 5) involvement of "grassroots" organizations in children's rights. In addition, data will be collected to describe the problems of child abuse and neglect in rural Appalachia.

Patricia M. Keith, M.S.W.
Family Service Association
364 High Street
Morgantown, West Virginia 26505

7/1/75 - 12/30/76
Grant Period Extended

Demonstration Training Projects for Counteracting Child Abuse and Neglect

The National Center on Child Abuse and Neglect has awarded twenty-two grants to State service agencies and national professional membership associations for the purpose of demonstrating the effectiveness of a curriculum on the identification, reporting, and case management of child abuse and neglect. State agencies, including departments of social services, education, and health, will use the curriculum for in-service training. National professional membership associations will demonstrate use of the curriculum in continuing education programs for their members. The following agencies and organizations received one-year grants (effective 8/1/76 - 7/31/77) as a part of this program.

90-C-856
South Carolina Child Abuse/Neglect Training for Public Health Professionals

Rena Alford, M.N.
South Carolina Department of
Health and Environmental Control
2600 Bull Street
Columbia, South Carolina 29201

8/1/76 - 7/31/77
$43,420

90-C-857
Child Abuse and Neglect Demonstration Training for Public Welfare Social Workers

Nancy W. Veeder, Ph.D.
Massachusetts Department of
Public Welfare
600 Washington Street
Boston, Massachusetts 02111

8/1/76 - 7/31/77
$53,036

90-C-858
Demonstration Staff Development Program on Suspected Child Abuse and Neglect

Clara L. Stevenson, Ph.D.
D.C. Public Schools
Board of Education
415 12th Street, N.W.
Washington, D.C. 20004

8/1/76 - 7/31/77
$34,963

90-C-859
Wisconsin Child Abuse and Neglect Training for Educators

I. Lorraine Davis, M.S.W.
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

8/1/76 - 7/31/77
$38,260

90-C-860
Demonstration State Training Project on Child Abuse

Bill K. Tilley, Ed.D.
State Board of Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

8/1/76 - 7/31/77
$65,000

90-C-861
Social Service Agency Demonstration Training Program

Carol Holland
New Mexico Health and Social Services Agency
P.O. Box 2348
Santa Fe, New Mexico 87503

8/1/76 - 7/31/77
$35,039

90-C-862
Child Abuse Educator Training Project

Thomas W. Heath, Ph.D.
New York State Education Department
Washington Avenue
Albany, New York 12234

8/1/76 - 7/31/77
$65,000

90-C-863
A Demonstration of the Effectiveness of a National Training Curriculum for Child Abuse and Neglect, for Education Through Local, Metropolitan, Regional and Nationally Conducted Activities

William C. Geer, M.A.
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

8/1/76 - 7/31/77
$83,237

90-C-864
Child Abuse and Neglect Training Grant

Roger S. Trounday
Department of Human Resources
Kinkaid Building
505 East King Street
Carson City, Nevada 89710

8/1/76 - 7/31/77
$35,000

90-C-865
Law Enforcement Professional Continuing Education: Demonstration Projects on Child Abuse and Neglect

Glen R. Murphy, LL.B., J.D.
International Association of
Chiefs of Police, Inc.
Eleven Firstfield Road
Gaithersburg, Maryland 20760

8/1/76 - 7/31/77
$94,440

90-C-866
Professional Continuing Education Demonstration Projects on Child Abuse and Neglect

Jean D. Lockhart, M.D.
American Academy of Pediatrics
P.O. Box 1034
Evanston, Illinois 60204

8/1/76 - 7/31/77
$98,909

90-C-867
Team Training in Ohio Child Abuse and Neglect

Jean Schafer
Ohio Department of Public Welfare
30 East Broad Street
Columbus, Ohio 43215

8/1/76 - 7/31/77
$65,000

90-C-868
Training Proposal for Child Abuse and Neglect

Eugene A. Lindsey, M.S.W.
Division of Family Services
Broadway State Office Building
Jefferson City, Missouri 65101

8/1/76 - 7/31/77
$45,001

90-C-869
Child Abuse and Neglect Curriculum Training Project

William T. Quick, M.S.W.
Community Services Division
Department of Social and Health Services
Box 1788
Olympia, Washington 98504

8/1/76 - 7/31/77
$45,004

90-C-870
Demonstration Training Project on Child Abuse and Neglect

Robert B. Aukerman, M.S.W.
Colorado Department of Social Services
1575 Sherman Street
Denver, Colorado 80203

8/1/76 - 7/31/77
$44,413

90-C-871
Demonstration Training Grant on Child Abuse and Neglect

Leonard W. Stern, A.C.S.W.
National Association of Social Workers
1425 H Street, N.W.
Washington, D.C. 20005

8/1/76 - 7/31/77
$99,975

90-C-872
Demonstration and Evaluation of the National Center on Child Abuse and Neglect Comprehensive Training Curriculum

Edward T. Weaver, M.S.W.
American Public Welfare Association
1155 16th Street, N.W.
Washington, D.C. 20036

8/1/76 - 7/31/77
$97,627

90-C-924
Prosecutor's Child Abuse Training Project

Patrick F. Healy, J.D.
National District Attorneys Association
National College of District Attorneys
211 East Chicago Avenue - Suite 1515
Chicago, Illinois 60611

8/1/76 - 7/31/77
$100,000

90-C-933
Demonstration State Training Project on Child Abuse and Neglect

Donald T. Brown, M.D.
Health Training Center
2151 Berkeley Way
Berkeley, California 94704

8/1/76 - 7/31/77
$65,000

90-C-935
Arkansas Child Abuse Training Project

A. Stuart Fitzhugh, M.D.
Arkansas Department of Health
4815 West Markham Street
Little Rock, Arkansas 72201

8/1/76 - 7/31/77
$36,661

90-C-936
State Training Project on Child Abuse and Neglect

Delores B. Reid, M.S.W.
Illinois Department of Children and Family Services
623 East Adams Street
Springfield, Illinois 62706

8/1/76 - 7/31/77
$65,000

90-C-937
Demonstration State Training Project on Child Abuse and Neglect

James S. Cameron, M.S.S.
New York State Department of Social Services
Bureau of Child Protective Services
1450 Western Avenue
Albany, New York 12243

8/1/76 - 7/31/77
$64,994

Evaluation

HEW-105-76-1129
Summative Evaluation of the Child Abuse and Neglect Demonstration Center Program

The purpose of this project is to conduct a summative evaluation of 20 Demonstration Centers funded by the National Center on Child Abuse and Neglect (NCCAN). The Centers provide a wide range of assistance to children who have been abused or neglected or are in potentially

abusive or neglectful situations, and to the children's families and communities. The evaluation will consist of three phases spread over 36 months. In the first phase a detailed evaluation plan will be prepared and operational preparations for the second phase will be completed; in the second phase, impact data from children, families, and communities will be gathered and analyzed; in the third phase, follow-up as well as concurrent impact data will be gathered and analyzed, and findings from this evaluation will be integrated with findings from several other evaluations currently being conducted on demonstration centers funded by NCCAN. Data about child, parent, and community impacts will be analyzed as part of the summative evaluation, together with data about client characteristics, kind and level of services, project characteristics, and costs, all gathered as part of separate process evaluations.

(Contract not awarded at time of printing)

9/1/76 - 8/30/77
$100,000

HEW-105-76-1172
Evaluation of Training and Education Programs to Counteract Child Abuse and Neglect

Twenty-two grantees will test the effectiveness of the National Center for Child Abuse and Neglect curriculum on identification, reporting, referral and case management of child abuse and neglect. The National Institute for Advanced Studies, as evaluator of the demonstration training programs carried out by the grantees, will tabulate numbers of persons trained, agency auspices and training approaches used, and conduct pre- and post-tests that measure trainees' knowledge, skills, and sensitivity related to the curriculum content.

A. Catherine Higgs, Ph.D.
National Institute for Advanced Studies
600 E. Street, N.W.
Washington, D.C. 20004

6/30/76 - 9/30/77
$132,670

GOAL AREA 5: DAY CARE

Projects in this goal area are designed to improve quality of day care services provided to children. Specific studies consider statistical profiles, including cost effects, descriptions of alternative programs, consumer values and needs, licensing, and impact of programs on children and parents.

HEW-105-74-1100
National Day Care Center Cost-Effects Study

The purpose of this project is to plan, conduct, and provide analysis in a study of the relationship between key components of the Federal Interagency Day Care Requirements which have cost significance and the achievement of child development outcomes for children in day care centers. The study aims to determine the effects of different child/staff ratios on the behavior and development of children in day care and the effects of different levels of caregiver professionalism and performance as they effect the development of children in care. The interrelationship of these factors will be studied as will others discovered to have significant impact on child development.

Richard Roupp, M. Div.
Abt Associates, Inc.
55 Wheeler Street
Cambridge, Massachusetts 02138

6/30/74 - 6/30/77
$330,000

HEW-105-75-1118
National Day Care Center Cost-Effects Study (Testing Component)

The purpose of this project is to conduct all outcome measurement development and data collection functions in connection with the National Day Care Center Cost-Effects Study.

Jane Stallings, Ph.D.
Stanford Research Institute
333 Ravenswood Avenue
Menlo Park, California 94025

6/1/75 - 6/30/77
$150,000

HEW-105-74-1100
National Day Care Center Supply Study

This project will gather data in order to provide a statistical profile of the day care center industry on a state-by-state basis. Specifically, the data will be used for the following purposes: 1) to provide a statis-

tical basis for generalizing the cost/effectiveness findings obtained by the National Day Care Study to other cities and regions; 2) to estimate the degree of compliance and non-compliance among existing centers with alternative federal day care center requirements; 3) to provide data to day care agencies at the state level which will assist them in developing workable day care policies and regulations; and 4) to assist Congress and DHEW in developing an equitable formula for distributing federal day care funds among states.

Richard Roupp, M. Div.
Abt Associates, Inc.
55 Wheeler Street
Cambridge, Massachusetts 02138

8/30/75 - 3/30/77
$200,000

HEW-105-76-1123
National Day Care Home Study

This project is a two-year, two-phase effort to characterize family and group day care homes in urban settings. Phase I, to be completed in 1977, will provide profiles of family day care in major family day care markets throughout the United States and will result in a comprehensive Phase II design. Phase II constitutes an intensive investigation of family and group day care programs processes, costs and outcomes with particular regard for variables of demonstrated federal policy significance. This phase will be funded in FY 1977 upon completion of Phase I.

Diane Cadwell
Westat, Inc.
11600 Nebel Street
Rockville, Maryland 20852

6/30/76 - 6/29/77
$457,157

HEW-105-75-1118
National Day Care Home Study (Testing Component)

The purpose of this contract is to develop and carry out all measurement of family and group day care home processes and outcomes.

Jane Stallings, Ph.D.
Stanford Research Institute
333 Ravenswood Avenue
Menlo Park, California 94025

6/30/76 - 6/29/78
$388,783

HEW-105-76-1182
Day Care System Study

This study seeks to investigate the variety of day care arrangements across several subsystems--including centers, group and family homes--in order to classify these different day care delivery mechanisms and to assess their comparative effectiveness. The following objectives shall be met: 1) identify and describe existing arrangements within day care subsystems on the basis of organizational, functional, and cost-related characteristics; 2) construct a typology or schema for classifying these arrangements; 3) classify existing arrangements according to this schema; 4) evaluate the efficacy of each model against selected criteria; and 5) identify exemplary models for future implementation by States.

Jack Sakaria, M.S.
Systems Group, Inc.
735 Eleventh Street, N.W.
Washington, D.C. 20001

8/26/76 - 8/26/77
$98,826

HEW-105-74-1407
National Day Care Consumer Survey

This study is a nationwide survey to assess consumer attitudes toward day care and to determine the nature and extent of need for day care in representative American communities. A major objective of the study is identification of 1) consumer values with regard to employment and day care, 2) current patterns of day care consumption, 3) consumer preference patterns, 4) barriers to the use of day care services, and 5) the criteria parents use in selecting care for their children.

Jack Moore, M.S.,
Unco, Inc.
1501 Wilson Boulevard, Suite 700
Arlington, Virginia 22209

6/27/74 - 5/15/76
$30,577

SB3-4-C-8(a)-76-C716
Comparative Licensing Study

This project is an effort to meet a long standing day care information need--the development of a data base, and subsequently an information system, designed to yield timely data for review and analyses of day care regulatory requirements. The contractor will be assisted by a State Advisory Panel composed of day care licensing officials and

representatives of other disciplines having demonstrated knowledge and experience in day care regulation.

Margaret Smith, M.S.
TEAM Associates, Inc.
1522 K Street, N.W., Suite 900
Washington, D.C. 20005

6/30/76 - 5/1/77
$78,730

OCD-CB-48(C4)
Relationship Opportunities in Day Care and the Child's Task Orientation

This study is contrasting the impact on preschool children and their parents of two social work approaches, open-ended and problem-oriented. to family intervention. Emphasis has been on improving the human relationships available to the child by means of casework with parents and contact with volunteer aides, and influencing development through use of an individualized curriculum. Data is being analyzed to identify the determinants of the progressive development of children in their psychological move from home to day care center, their peer relations, their modulation of aggression, their Stanford Binet I.Q. score, and their task orientation.

Christoph M. Heinicke, Ph.D.
Reiss-Davis Child Study Center
9760 West Pico Blvd.
Los Angeles, California 90035

9/1/75 - 8/31/76
$92,890

GOAL AREA 7: CHILD AND FAMILY DEVELOPMENT

Projects in this goal area are designed to provide the knowledge base for a national policy in child and family development, and to establish an information capability concerning the status of children and programs. The projects can be categorized according to recent priority statements of the Office of Child Development. These include projects dealing with cognitive and socio-emotional development of children, parent-child development centers, education for parenthood, family styles, child/family/institution interaction, effects and use of television, social ecology (in large part studies of Black and Hispano family life), advocacy, continuity of development, information systems, and special projects.

Development in Early Childhood

OCD-CB-100(C5)
The Family Development Research Program

The purpose of this project is to demonstrate that working with both parents and children in a combined home visit and enrichment center program for disadvantaged children and their families will have a lasting effect in fostering the child's maximal cognitive and socio-emotional development. Participants are being compared with both other disadvantaged families and other school children on national norms. Tests of intraexperimental group development have been created and innovative preschool programs have been explored

J. Ronald Lally, Ph.D.
Children's Center
Syracuse University
Syracuse, New York 13210

6/30/75 - 12/31/76
Grant Period Extended

90-C-262(C2)
Preschool Bilingual Research Program

The purpose of this research is to answer questions (both applied and theoretical) concerning multi-language acquisition in young children. The project is performing a descriptive and experimental analysis of bilingual (Spanish-English) acquisition in 2-3 year olds. A preschool program utilizing mothers as instructors provides a base for the research. Bilingual repertoires have been initially described by accumulating language samples from children and mothers. An experimental analysis of interference between languages is utilizing specific

training of conceptual and linguistic components in one language with accompanying measurement of effects in the second language.

Eugene Garcia, Ph.D.
University of Utah
Department of Psychology
Salt Lake City, Utah 84112

7/1/76 - 6/30/77
$49,977

90-C-438(C1)
Celebration in Learning

The project will develop training workshops and materials to enable personnel working in early childhood education centers and learning environments to achieve specified competencies regarding the selection of physical objects and the organization of space. The training will focus on child development activities that reflect the Piagetian concept of how children acquire information and assimilate it into progressively more sophisticated cognitive structures.

Maria Kruvant, M.A.
Associates for Renewal in Education, Inc.
1101 15th Street, N.W. - Suite LL-70
Washington, D.C. 20005

5/1/76 - 4/30/77
$174,929

90-C-481
An Analysis of Child Development Service Needs

The project will: 1) analyze characteristics of the child population under the age of six in Detroit; 2) identify the resources and facilities available for meeting the day care, health, and other developmental needs of such children; and 3) determine the child services desired by a sample of parent/caregivers. A model having potential utilization throughout the U.S. will be developed for identifying and analyzing any given service component.

Sue M. Smock, M.A.
Wayne State University
Center for Urban Studies
5229 Cass Avenue
Detroit, Michigan 48202

6/30/75 - 4/30/77
Grant Period Extended

90-C-639(C1)
Phonetic Context Class as a Developmental and Therapeutic Concept

The objective of this research project is to develop implications of acoustic, physiological, and behavioral evidence for the influence of phonetic context on the articulation of speech sounds. The project will: 1) test the applicability of a phonetic context classification scheme to more than one type of consonant sound; 2) demonstrate and describe cross-sectional developmental shifts in the articulatory performance of children between two and eight years of age; 3) perform a content analysis and critique of ten currently used articulation tests; and 4) devise and assess a therapy program for misarticulators.

Ida J. Stockman, Ph.D.
Howard University
2400 6th Street, N.W.
Washington, D.C. 20059

6/30/76 - 6/29/77
$52,000

90-C-685
A Preventive Mental Health Program for Preschool Children

This project will implement an interdisciplinary approach to the prevention of emotional disturbance in preschool children from the Harlem area. The approach has four components: 1) parent activity discussion groups; 2) consultation with teachers on children with potential behavior problems; 3) a "brain training" program for the children; and 4) a nutrition education program for the parents and teachers.

Mamie Phipps Clark, Ph.D.
Northside Center for Child Development
1301 Fifth Avenue
New York, New York 10029

6/30/75 - 11/31/76
Grant Period Extended

90-C-902
Children's Understanding of Socio-Moral Rules Through Family Interaction

This study will investigate children's understanding of the socio-moral rules generated through interaction with parents. Ninety-six middle class children, 6, 9, 14 years of age, will be interviewed with respect to the socio-moral rule systems that they construct at different ages. This understanding will be compared with the reasons mothers have for giving rules in family situations, as well as with the reasons mothers give to children for these rules. The quality of interactions through which rules are generated will also be evaluated by assessing two family styles: homes with working and non-working

mothers. It is hypothesized that children's understanding of rules will differ qualitatively with age and that with increase in age the child's reasons for rules will become more correspondent with the adult's reasons for giving rules rather than the reasons adults actually give to children for the rules.

Sally M. Ryan, Ph.D.
Boys Town Center for the
Study of Youth Development
Catholic University of America
Washington, D.C. 20064

6/30/76 - 6/29/77
$42,000

90-C-922
Infant Temperament and Early Social Development

This research program is directed toward a longitudinal appraisal of temperament and social responsiveness in infant twins. The principal aims of the program are: a) to perform a comprehensive appraisal of temperament in twins from birth to three years, based on direct observations in standardized test situations; b) to coordinate these data with the extensive at-home observations reported by the mother; and c) to assess the joint contribution of genetic and environmental factors to temperament. The reference test situation is centered around the administration of the Bayley Scales, with a separate observer making detailed behavioral ratings throughout the test. Other ratings are obtained upon the initial arrival of the twins and separation from the mother during a warm-up period spent with the examiner, during a play period following the test and while being undressed and restrained for physical measurement. The scoring is designed to yield a composite profile of temperament that will display individual differences between the infants, and permit a test of similarities within twin pairs. Prior work on this project has focussed on early mental development, and several studies are scheduled for completion with the current sample of twins and siblings. Foremost among them is a follow-up study of disadvantaged twins, to determine the relationship between cognitive lag and the home environment. The study will also explore the influences of infant and maternal temperament upon the developing cognitive style of the infant.

Ronald S. Wilson, Ph.D.
University of Louisville School of Medicine
Health Sciences Center
Box 1055
Louisville, Kentucky 40202

6/30/76 - 6/29/77
$149,980

OCD-CB-456(C3)
A Study of Childrearing by Young White Mothers

This project is a follow-up study of a group of 187 unmarried mothers and a comparison group of 261 married mothers under 25 years of age who are keeping their babies. Characteristics of the former group also are being compared with a group of 23 unmarried mothers surrendering their babies. The experiences and problems of caring for and rearing the children are being examined in relation to factors such as age and socioeconomic status in order to determine what kinds of familial and extrafamilial supports and community services unmarried mothers require.

Ann W. Shyne, Ph.D.
Child Welfare League of America
67 Irving Place
New York, New York 10003

6/1/76 - 5/30/77
$85,627

90-C-253
Consequences of Divorce for Children

The goal of this study is to examine what happens when parents decide to divorce: 1) to determine how parents arrange for custody when the decision is made without outside intervention; 2) to examine intervention in the divorce process by lawyers, judges, and social workers attached to the court, and to ascertain the extent to which such intervention increases likelihood of conflict; 3) to determine the relationship between post-divorce adjustment for parents and children and the amount of conflict or intervention experienced in the divorce process; and 4) to analyze how the terms of the divorce decree affect the child's adjustment, as assessed by the parents.

Robert J. Levy, J.D.
M-167 Fraser Hall
University of Minnesota
Minneapolis, Minnesota 55455

9/1/74 - 9/30/76
Grant Period Extended

90-C-255(C1)
A Formulative and Empirical Study of Black Families

The goal of this research project is to design and utilize conceptually relevant instruments for an identification of the structures and dynamics characteristics of Black families and an explication of their intra-ethnic differences and similarities. In the first phase of the study, contemporary Black family types and life styles have

been described in terms of an analytic framework incorporating variables such as organizational purpose, role definition, parental disciplinary patterns, and social-psychological interactions. The second phase will be an empirical analysis of the relationships between the inter- and intra-actions found in various types of Black family systems, child development, and its enhancement.

Wade Nobles, Ph.D.
Westside Community Mental Health Center
2201 Sutter Street
San Francisco, California 94115

7/1/75 - 8/31/76
Grant Period Extended

90-C-388(C1)
Development of Parental Attachment

This study is comparing the development of parent-child interaction in the feeding situation for high and low risk premature and normal full term infants from birth through one year of age. Infants of low birth weight and/or perinatal complications are at risk for both developmental difficulties and for failure in parent caretaking because 1) such an infant is a stress to the family and 2) such infants are separated from their parents during a sensitive period of the normal parent-child relationship. It is predicted that disruptive parent-child interaction in the form of avoidance of contact, interaction through inappropriate sensory modalities, and stimulation at inappropriate times will be more prevalent as risk increases.

Susan Goldberg, Ph.D.
Brandeis University
South Street
Waltham, Massachusetts 02154

9/1/75 - 8/31/76
$25,036

90-C-482(S1)
Towards Reflective Analyses of Black Families

A series of four, five-day theoretical planning sessions will be sponsored by this project to gather research scholars experienced in the implementation of non-deficit analytical models of Black families. A conceptual paradigm oriented around the creative strengths of Black families as socialization agents will be elaborated, and the populations and data instruments appropriate for testing empirical implications of the paradigm will be identified.

Jualynne Dodson, M.A.
Atlanta University
School of Social Work
233 Chestnut Street, S.W.
Atlanta, Georgia 30314

6/30/75 - 8/29/76
$2,000

90-C-487
Single Parent Resource Center

This project will develop a generalizable model for the delivery of services to single parents under stress. Community outreach, information, and referral, and small informal peer-support groups will be provided to strengthen the survival skills and interpersonal relationships of single parent families.

Patricia S. Siegel
Children's Council of San Francisco
3896 24th Street
San Francisco, California 94114

6/30/75 - 9/30/76
Grant Period Extended

90-C-572(C1)
Ecological Influences in the Socialization of the Urban Child

The main purpose of this research project is to obtain data useful to the formulation of intervention strategies through an identification of family strengths which, in the face of apparently unfavorable circumstances, relate to the satisfactory adjustment and performance of children. The effects of family style factors, such as family types (e.g. the nuclear family with only the father working, the single parent family, the extended family), socio-economic and racial characteristics, power structure, and child-rearing practices, and the effects of family coping behavior on the social development and academic achievement of a group of children followed from birth to eleven years will be investigated.

Janet B. Hardy, M.D.
The Johns Hopkins University
School of Medicine
725 N. Wolfe Street
Baltimore, Maryland 21205

6/30/76 - 6/29/77
$127,999

90-C-631(C1)
The Impact of Extended Family Variables Upon the Upward Mobility of Black Families

This research project is designed to provide data on the structural functional characteristics of Black families and the Black kinship system which promote upward social mobility. The stresses, coping mechanisms, and child socialization practices of Black families undergoing upward social mobility will be examined, the contributions

of factors such as environmental circumstances and family size will be determined, and the need for preventive mental health programs and supportive services will be assessed.

Harriette McAdoo, Ph.D.
Community Research and Action Laboratory
Coral II - 250 Wilde Lake Village Green
Columbia, Maryland 21044

6/30/76 - 6/29/77
$115,000

90-C-900
Father-Infant Interaction: Assessment and Modification

The aim of the project is to assess the impact of changes in the sex role behaviors and attitudes of fathers on the socio-emotional and cognitive development of infants in the first year of life. A social learning based intervention program, which emphasizes modeling techniques, will be developed and evaluated as a way of modifying father-infant and mother-father-infant interaction patterns and father's level of participation in the caretaking and stimulation of infants. The impact of the intervention will be assessed by longitudinal assessment of the specific patterns of interaction in the father-infant dyad and the mother-father-infant triad and by assessment of the father's attitudes and expectations about his infant and his role as father. Detailed observational measures of these interaction patterns will be secured during the newborn period in the hospital and in the home setting over the first 8 months of life. The impact of these variations in parental attitudes and behaviors on the infant's development will be determined.

Ross D. Parke, Ph.D.
University of Illinois
Psychology Department
Champaign, Illinois 61820

6/30/76 - 6/29/77
$112,162

90-C-901
Changing Child-Rearing Orientations and Black Child Development

This study is designed to build on previous research about the process and impact of Black child-rearing orientations on child development. Specifically, the study will address the question of whether Black family child-rearing practices change in response to the perception of the child and/or societal contingencies and if they do, in what way or in what direction is the change made. Additionally, the study will address the issue of what impact the particular child-rearing practices have on child development in terms of behavioral, self-concept, and educational areas.

Wade W. Nobles, Ph.D.
Westside Community Mental Health Center, Inc.
2201 Sutter Street
San Francisco, California 94115

6/30/76 - 6/29/77
$121,748

Child/Family/Institution Interaction

OCD-CB-475(C2)
An Empirical Investigation of the Impact of Parent Imprisonment on the Socialization of Black Children

This project is investigating the impact of parental absence on the Black family and the socialization of its children. Groups of 200 children from grades 1 through 8 with one parent imprisoned or one parent absent for reasons other than imprisonment are being compared as to locus of control, self-concept, academic achievement, general interests, and attitudes toward parents. The family variables being considered include maintenance, role structure, discipline, cohesion, and the involvement of extended family members. Social policy implications regarding prison reform, education, and social services will be elaborated.

James E. Savage, Jr., Ph.D.
Department of Psychology
Howard University
2400 Sixth Street, N.W.
Washington, D.C. 20001

7/1/75 - 9/30/76
Grant Period Extended

OCD-CB-488(C2)
The Children's Collective

This is a research and demonstration project designed to socialize preschool Black children in cooperative, community-oriented styles of group interaction and teach them to distinguish between situations in which group-supportive behavior is adaptive and situations in which it is maladaptive. The research aspect of the project is assessing the efficacy of this training program in improving the behavior of children in day care facilities and stimulating cognitive development. The demonstration component is serving as a model of the ways in which parent and community resources may effectively participate in the incorporation of cooperative training concepts into existing day care facilities.

Jackie Kimbrough, Ph.D.
Coordinated Child Care Council for
South Los Angeles
12300 S. Wadsworth Avenue
P.O. Box 59216
Los Angeles, California 90059

7/1/75 - 8/31/76
Grant Period Extended

90-C-246(C2)
Parent-Professional-Child Interaction and Involvement

The purpose of this research project is to correlate parent-teacher-child interactions with parent, family, teacher, and school administrator characteristics, goals, and expectations, child behavior and achievement, parental utilization of preventive health care services, and parent and teacher involvement in the home and school education of the child. Data is being collected from school records, parent-teacher conferences, and inventory scales and interview questionnaires developed within the project. Policies and practices of school systems which may influence the amount of home-school interaction also are being studied, and a school entry intervention study to improve parent-teacher interaction and involvement in the child's adjustment, education, and achievement will be designed.

Earl S. Schaefer, Ph.D.
University of North Carolina
at Chapel Hill
Chapel Hill, North Carolina 27514

7/1/76 - 6/30/77
$106,000

90-C-256(C1)
Individuation and Discrimination in the Classroom

The major goal of this research project is to define and analyze the distinction between adaptive individuation responses of teachers to the specific needs of children and stereotyped, prejudicial discrimination reactions based on preconceptions regarding racial membership. The procedures being used include detailed recording of teacher classroom behavior, the documenting of teacher's evaluations of individual children at regular intervals, and in-depth teacher interviews to analyze the teacher's perceptions of her behavior in the classroom. The study is being carried out in racially mixed preschool and first grade classes which differ in emphasizing individualized teaching as part of their educational philosophy.

Jean V. Carew, Ph.D.
Harvard Graduate School of Education
Appian Way
Cambridge, Massachusetts 02138

3/1/76 - 2/29/77
$60,000

90-C-258(C2)
Study of Family Style and Interactions with External Institutions

This project is studying key variables which facilitate or impede client/family utilization of, and interaction with, community service agencies (health, welfare, and rehabilitation) and continuity of care.

Factors within both the family and the agency are being examined, a typology of family styles is being developed, and a descriptive framework for agency evaluation is being formulated. The overall goal of the project is to enhance the utilization of community systems and institutions by children and their families.

Pearl L. Rosser, M.D.
Howard University College of Medicine
500 W Street, N.W.
Washington, D.C. 20059

6/30/76 - 6/29/77
$112,000

90-C-259(C2)
Ecological Influence on Psychosocial Development of Black Children

This project is studying the relationships between specific environmental conditions, the development of idiosyncratic cognitive, personality, and social mechanisms in lower SES Black preschool children, and varying performance norms. A curriculum to facilitate the transition of these children from their specialized environment to the more general environment of the dominant society will be developed.

Arthur L. Mathis, Ph.D.
Meharry Medical College
1005 Eighteenth Avenue, North
Nashville, Tennessee 37208

7/1/76 - 6/30/77
$125,000

90-C-574
Ethnic Factors in Child Welfare

The project will analyze data on the strength of ethnic commitment of staff members obtained from interviews of the directors of 55 programs, in 6 selected states, representing different kinds of service delivery to the children of 5 ethnic groups - Asian Americans, Blacks, Mexican Americans, Native Americans, and Puerto Ricans. A comparative typology of ethnic commitment which can function as a standard-setting guideline to facilitate differential service patterns in a variety of settings will be developed from this data. In addition, the parents of children receiving services will be interviewed in representative groups, and training and curriculum materials will be developed for research utilization.

Shirley Jenkins, Ph.D.
Columbia University
Box 20, Low Memorial Library
New York, New York 10027

6/30/75 - 12/31/76
Grant Period Extended

90-C-620(C1)
A Multi-Faceted Study of Mexican American Mothers and Children in a Preschool Program

This project will observe and assess Mexican American families in the context of an innovative bicultural and bilingual program known as El Centro Familiar de Santa Barbara. The general goals of the research are to 1) identify processes that promote the involvement of Mexican American mothers in educational organizations; 2) investigate effects of the program intervention on the socialization styles of the participating mothers; 3) evaluate the consequences of program participation and maternal language skills for language acquisition by the preschool children; and 4) conduct a longitudinal follow-up study of former participants to determine the nature of their current interface with the elementary school system.

Sevasti M. McClintock, Ph.D.
Santa Barbara Family Care Center
305 E. Anapamu Street
Santa Barbara, California 93101

6/30/76 - 6/29/77
$115,000

90-C-632(C1)
Family-School Linkages and Socialization

This research project will study the consequences of family-teacher interaction for family socialization patterns and teacher role perceptions. Its main objective is to determine the impact of discrepancies between the expectations, orientations, and cultural practices of families and teachers with regard to the educational system upon the socialization of the child entering school.

Marvin B. Sussman, Ph.D.
Case Western Reserve University
Cleveland, Ohio 44106

6/30/76 - 6/29/77
$147,000

90-C-633(C1)
The Chicano Child and His Neighborhood: Intellectual, Social and Cultural Impact

This project will conduct a descriptive inquiry into the physical and social environments experienced by poverty Chicano children, three to twelve years in age, in three representative types of neighborhoods. Factors of these environments will be linked to the intellectual,

social, and cultural development of the Chicano child by testable hypotheses extracted from the descriptive data.

Frank F. Carrasco
Juarez-Lincoln Center Colorado Program
825 Delaware Street
Denver, Colorado 80204

6/30/76 - 6/29/77
$50,000

90-C-634(C1)
Parent-Teacher Intervention Patterns in Early Moral Training

This project will compare, in one study, the socialization practices of predominantly lower and working class minority mothers with those of the teachers of their preschool children and the circumstances in which they respectively intervene with socialization behavior. Attempts will be made in a second study to alter the socialization behavior interventions of parents and teachers.

Lester Alston, Ph.D.
Baruch College
Education Department
17 Lexington Avenue
New York, New York 10010

6/30/76 - 6/29/77
$74,980

90-C-903
Institutional Models for Delivery of Educational Services

The Education Department of District Council 37 of the American Federation of State, County, and Municipal Employees, AFL-CIO, provides a variety of career development training programs for its members. This research project seeks to determine how and to what extent participation by other members of a family will enhance the benefits of education services provided to one of the parents. Members of the trainee's family will be involved under several models and different results will be measured.

Irving Rosenstein, Ed.D.
Education Department
District Council 37
American Federation of State, County,
and Municipal Employees, AFL-CIO
140 Park Place
New York, New York 10007

6/30/76 - 6/29/77
$92,700

90-C-904
Over Time Effects and Interactions of Family and School Authority Structures and Child Development

The major objective of this research is to document how different family authority structures influence personality development and cognitive growth from age 8 to 18. The influence of the family is compared to two other socializing influences--the school authority system and the peer group. The research examines changes that occur over time in the development of selected behaviors due to youngsters' participation and experiences in different combinations of family, school, and peer systems. The study utilizes longitudinal survey data collected in 1973 and 1974 from 7,300 students in five grades of 39 elementary and secondary schools in Maryland. For each measure of personality (e.g. self-reliance, locus of control, goal orientation) or cognitive development (achievement tests, school grades, subject preferences) specific research questions are analyzed using applications of multiple regression techniques.

Joyce L. Epstein, Ph.D.
The Johns Hopkins University
Center for Social Organizations and Schools
Charles and 34th Street
Baltimore, Maryland 21218

6/30/76 - 6/29/77
$63,095

90-C-905
Socialization Processes Among Mexican Americans: A Sociolinguistic Analysis

The purpose of this study is to investigate language socialization of children from first and third generation Mexican American parents. The communication process involved will be studied with the focus on the parents' strategies for teaching mastery skills that school-age children need: adaptive, social, moral, cognitive, and academic. Language samples will be obtained from dyadic situations involving mother-child, father-child, child-child and mother-father interactions. These samples will be analyzed to determine how children develop mastery skills. The staff will also examine changes in family socialization practices as a result of school contact, and will observe sociolinguistic interactions between child-teacher, child-other adult, and child-peers at school as they affect mastery skill development. School-types will be included in the study as an independent variable: children will enter either a monolingual (English) or a bilingual school.

Amado M. Padilla, Ph.D.
University of California at Los Angeles
Psychology Department
Los Angeles, California 90024

6/30/76 - 6/29/77
$104,453

90-C-906
Health Institutions and the Child

This project will explore the effects of various forms of interventions upon the relationship between health care institutions and the family during the first year of life, and the consequent contribution to child development. The approach will be to test three ways to improve the quality of family/institution interaction: a forum format (small, informal gatherings for information exchange), an ombudsman (a personal advisor in matters of child health and development), and a combination of forum and ombudsman.

6/30/76 - 6/29/77
$125,000

Waltraut F. Browning
Texas Department of Public Welfare
Special Projects Bureau
John H. Reagan Building
Austin, Texas 78701

90-C-920
Impact of Immigration on the Development of Chinese-American Children

The purpose of this project is to provide an exploratory but in-depth study of the relationship of immigrant Chinese-American children to their families, schools, and communities. The data will show how changes brought about by immigration modify the social development of the children, and whether these changes adversely affect the development of the children.

6/30/76 - 6/29/77
$45,000

Betty Lee Sung, M.L.S.
The City College of CUNY
Department of Asian Studies
Convent Avenue at 138th Street
New York, New York 10038

90-C-921
Pilot Study of the Efficacy of Mainstreaming--Integrating Handicapped Children

This study will examine the impact and efficacy of mainstreaming young multi-handicapped children into Head Start centers. The associated effects on both the handicapped children and the normal children and their families, as well as the influences on the staff, will be examined. During the first year, data will be collected on 1) the children (cognitive, communicative, social, emotional development), 2) the parents (attitudes and expectations), and 3) the staff (changes in attitudes toward handicapped, feelings of adequacy). During the

second year, similar data will be collected from a setting serving children with cerebral palsy. It is expected the study will give direction to those involved in mainstreaming handicapped children--for whom, when, how, and where it should be implemented.

Ronnie (Roslyn) Gordon, M.S.
New York University Medical Center
550 First Avenue
New York, New York 10016

6/30/76 - 6/29/77
$115,000

Effects and Use of Television

OCD-CB-479(C2)
Television Model Effects on Cognitive Skills

This project is assessing the effects of television instruction alone, and television instruction supplemented with classroom or home support activities, on the development of complex cognitive skills in young Papago Indian children. Instructional television sequences are being developed and tested for their effectiveness in teaching skills such as question-asking, enumeration, and conservation.

Ronald W. Henderson, Ed.D.
University of Arizona
Office of Child Research
College of Education
Tucson, Arizona 85721

6/30/75 - 11/30/76
Grant Period Extended

90-C-245(C1)
Television Content and Children's Social Attitudes

This research project is designed to evaluate the nature of the influences of television content on the development of children's attitudes toward women's roles. It is attempting to demonstrate that television can reduce sexual stereotyping by depicting a broad range of valued attributes, behaviors, and career opportunities as appropriate for girls and women.

Charles R. Bolz, Ph.D.
University of Texas
Department of Educational Psychology
Austin, Texas 78712

9/1/75 - 8/30/76
$105,000

90-C-247(C2)
Children's Critical Evaluation of Television Content

This research project has identified, during its first year, procedures which children and adults use, or could use, to evaluate television content. These procedures will be taught to children during the second year, and the extent to which children receiving such instruction resist the influence of televised messages will be examined. Parents will be trained and motivated during the third year to teach the procedures to their children, and the effectiveness of their teaching will be evaluated.

Aimee D. Leifer, Ph.D.
Harvard University
Cambridge, Massachusetts 02138

7/1/76 - 6/30/77
$89,917

90-C-635(C1)
Parental Mediation of Children's Social Learning From Television

The major thrust of this project is an analysis of television content during the hours that children view, designed to isolate the principal sexual and racial themes and portrayals in family roles and occupational roles, and to determine the kinds of cognitive and affective learning they may produce. Interrelationships between the viewing behavior of children between the ages of 9 and 14 years, their social attitudes, pro-social behavior, anti-social behavior, and parental mediating factors will be assessed under naturalistic conditions.

Bradley S. Greenberg, Ph.D.
Michigan State University
Department of Communication
Administration Building
East Lansing, Michigan 48824

6/30/76 - 6/29/77
$105,000

Continuity of Development

90-C-908
Middle School Performance as a Function of Infant Stimulation

The purpose of this project is to determine if there are lasting effects, into the middle school years, of an infant and toddler stimulation program focused on the parents as educators of their children when the children were between three months and three years. The sample consists of 93 experimental families and 25 control families in 12 counties in northern Florida born in 1966 and 1967 and classified below poverty level. The intervention consisted of home visits by

paraprofessional parent educators who demonstrated specifically designed home learning activities to the parent once a week so that the parent in turn would engage in instructional interaction with child. Children and parents from such a program have been followed to age six (Gordon and Guinagh, 1974). Results at age six showed that experimental children were superior to the control group on the Stanford-Binet, and experimental parents' attitudes and reported behaviors were superior to controls. The question of lasting effects remains. The objective of this study is to see if the effectiveness of the program is maintained in the children's achievement and intellectual performance, and parental attitudes and behaviors. Achievement and WISC-R data collected in the schools, teacher evaluations of the children, and parent's involvement in school activities and attitudes will be used to assess the long range effectiveness of the program.

Ira J. Gordon, Ph.D.
University of Florida
Institute for Development of Human Resources
College of Education
513 Weil Hall
Gainesville, Florida 32611

6/30/76 - 6/29/77
$35,000

90-C-909
Continuity of Developmental Effects of the Micro-Social Learning System

This study concerns a longitudinal analysis of data covering the use of the Micro-Social Learning System (MSLS), an early childhood intervention program. The purpose of MSLS is to achieve successful transition of children in serious developmental jeopardy into the public school system. Initial IQ mean of the children subjects was 79.2, 56% spoke Spanish only, 54% of parents were on welfare. MSLS provides a structured language learning system in which children, working in pairs, interact with specialized materials to improve English language, speech and reading, psycho-motor, and social interaction skills. Earlier tests showed significant skill gains. The present study will test hypotheses that low SES ex-MSLS children, based on standard tests, will not differ from control children from high or middle SES English-speaking homes, and that they will perform at significantly higher levels than control children from low SES Spanish-speaking homes.

Myron Woolman, Ph.D.
Institute of Educational Research
4828 16th Street, N.W.
Washington, D.C. 20011

6/30/76 - 6/29/77
$28,000

90-C-910
The Development of Social Effectiveness in Preschool Children

This research investigates the continuity of development of social effectiveness among pre-primary and primary grade Black children who participated in a socially oriented preschool intervention. Subjects will be 940 children drawn from the Children's Collective treatment population. The research involves the examination of an existing data set, together with ancillary follow-up information, to determine the relationship of intensity, duration and recency of the intervention to the continuity of development of social effectiveness. Outcome variables will include repeated observational measures of social behavior in a naturalistic peer environment; measures of responses to experimentally introduced social tasks, and, for follow-up subjects enrolled in kindergarten or first grade, evaluations of social effectiveness obtained from teachers and from a subsample of parents. Employing a combination of cross-sectional, longitudinal and case study methods, the research addresses itself to the issues of treatment intensity, treatment duration, and treatment recency.

Jackie Kimbrough, Ph.D.
The Children's Collective
12300 South Wadsworth Avenue
Los Angeles, California 90059

6/30/76 - 6/29/77
$97,000

90-C-911
The Impact of Preschool and Subsequent Intervention on the Development of Black Inner-City Children: Eight Years Later

The purpose of this study is to determine the impact of a preschool intervention, followed by an intervention spanning the kindergarten through the first and second grades, on the development of Black, inner-city children. The experimental group and comparison group students were first studied during the years 1964-1971. The experimental group was exposed to a traditional program at the Howard University Nursery School during the years 1964-1965, and to an enriched program during the kindergarten, first, and second grades (1966-1969) in selected public schools in the District of Columbia. The evaluation will consider relationships between socio-economic status, sex, and intellectual achievement, and also relationships between intellectual performance of the students and their self-concept, achievement motivation, social competency, anxiety, percention of the interventions, and health status.

Ouida E. Westney, Ph.D.
O. Jackson Cole, Ph.D.
Howard University School of Human Ecology
2400 Sixth Street, N.W.
Washington, D.C. 20059

6/30/76 - 6/29/77
$102,785

90-C-912
Immediate and Long-Term Effects of Head Start

This research involves the study of both immediate and long-range effects of Head Start. Immediate effects will be explored by examining the role parental participation plays in the effectiveness of Head Start and by examining whether it is feasible to select in advance children who are maximally likely to benefit from Head Start. Long-range effects will be examined by longitudinal follow-up testing of: a) 7-year-old low-income children who received an intensive 3-year infant intervention program and who either also received Head Start or did not, and b) 14- and 15-year-old low-income children who have received all four possible combinations of Head Start and Follow-Through versus no Follow-Through intervention. The study will examine whether the children with Head Start and extra intervention have continued to maintain their superiority five to six years following termination of all intervention.

Edward Zigler, Ph.D.
Yale University
104 Wall Street
New Haven, Connecticut 06520

6/30/76 - 6/29/77
$130,000

90-C-913
Persistence of Preschool Effects

The Education Commission of the States will coordinate a subcontract to Irving Lazar and the principal investigators of ten major longitudinal studies of the effects of early educational and social interventions who have agreed to pool their raw data and collect certain data in common in their longitudinal work. In all cases the programs include cohorts for whom the original intervention was terminated prior to 1969. In addition, data will be made available from programs in which a series of interventions were undertaken at various ages in children's lives. These data will be converted to common measures across studies by a variety of techniques to permit pooling of the raw data. Analyses of main effects and of interaction effects will be undertaken for heuristic investigations of the long-term effects of various types of intervention; the age, duration, and intensity of the intervention; and the structure and demographic characteristics of the families involved.

James H. Peterson, Ph.D.
Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80203

6/30/76 - 6/29/77
$200,924

HEW-105-75-1114
Evaluation of Developmental Continuity

The purposes of this project are: to document, describe, and evaluate the planning and implementation process of the two program models (Preschool-School Linkages and Early Childhood Schools); to increase understanding of factors that affect implementation success; and to assess the impact of the two program approaches on the development of social competence in children 4-8 years of age. Methodology will include case studies, implementation studies, impact studies, and monitoring studies. The comparison group will include units that do not have developmental continuity.

John Love, Ph.D.
High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197

11/15/75 - 11/14/76
$598,943

Parent-Child Development Centers

90-C-379(S2)
Houston Parent-Child Development Center

The purpose of this project is to formulate, implement, and test a two-year program for low-income Mexican-American parents with children under three years of age that will enable them to learn techniques of enhancing the physical, intellectual, and social development of their children and coping with their problems. The first year of the program consists of a flexible curriculum presented by a trained Mexican-American worker in weekly home visits and participation in workshops with other program families that focus on the improvement of family functioning. The second year of the program consists of instruction in child development and home management offered at the Parent-Child Development Center. Language instruction is included during both program years.

Dale Johnson, Ph.D.
Harris County Community Action Association
6300 Bowling Green
Houston, Texas 77021

10/1/74 - 9/30/76
$60,023

90-C-380(S2)
Birmingham Parent-Child Development Center

The project is developing, documenting, and evaluating an intervention program for low SES mothers with infants from 3 to 36 months of age. The program is based on social systems theory and utilizes modeling by

experienced program participants to teach new program participants methods of facilitating the physical, emotional-social, and cognitive development of their children, increasing their own competence, and working constructively with other adults. Preparations are being made for replicating the program at another site.

Thomas M. Lasater, Ph.D.
Jefferson County Committee for
Economic Opportunity
1728 Third Avenue, North
Birmingham, Alabama 35203

10/1/74 - 9/30/76
$87,000

90-C-381(S2)
New Orleans Parent-Child Development Center

This project is evaluating the cost effectiveness of changing the attitudes and behavior of low-income mothers by educating them in the Center or in the home about child development. Instruction given in these two programs is based on eclectic child development theory. Mothers enter the programs when their infants are two months or one year of age. The impact of the programs on the subsequent cognitive, emotional, and social growth of these infants is being determined.

Gerald Wiener, Ph.D.
University of New Orleans
Department of Psychology
Lakefront
New Orleans, Louisiana

10/1/74 - 9/30/76
$67,656

90-C-716
Replication of Parent-Child Development Projects

Bank Street College of Education will oversee, manage, direct and document the replication of three parent-child development centers in three new settings. This will involve fiscal management, program direction, and monitoring of three existing centers (Birmingham, New Orleans, and Houston). Also, three new sites will be selected, local sponsors will be located, and new contractual arrangements will be made. Replication staffs will be trained and the process of replication will be studied.

Dorothy W. Gross, M.S.
Bank Street College of Education
610 West 112 Street
New York, New York 10025

10/1/75 - 9/30/76
$900,000

Education for Parenthood

OCD-CB-33(C4)(S1)
Exploring Childhood: A Curriculum for Adolescents

This project has tested revised materials developed in a pilot curriculum for programs in which adolescents work with young children while learning about child development, family interaction, and their own identity. The tests have been conducted in classrooms in 1,200 sites representing diversity in socioeconomic background, ethnicity of students, type of community program orientation, and teacher background. A pilot program for local leadership support systems is being tested in seven communities, and teacher training materials are being further developed.

Marilyn Clayton Felt
Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

7/1/75 - 9/30/76
$85,784

OCD-CB-463(C2)(S1)
Education for Parenthood Program

This project is developing a diverse series of community-based education for parenthood programs for poor and disadvantaged youth which can serve as models that may be extended throughout the Salvation Army. Each program focuses on providing reality experiences concerning the needs of infants and young children through discussion, practical experience, and formal and informal teaching techniques and, in addition, exposes teenagers to career opportunities in the child development field.

Elma P. Cole, M.A.
The Salvation Army
Eastern Territory
120 W. 14th Street
New York, New York 10011

6/1/75 - 9/30/76
$8,125

OCD-CB-497(C3)
Evaluation of Education for Parenthood Programs

This project is developing and implementing an evaluation of the quality and relative effectiveness of National Voluntary Organizations' Education for Parenthood programs. The evaluation is being organized at three levels: within programs, between programs, and overall program

effects. A wide variety of instruments are being utilized, including content tests, self-rating inventories, and ethnic cultural appropriateness inventories.

Larry A. Morris, Ph.D.
Behavior Associates
330 E. 13th Street
Tucson, Arizona 85701

6/30/76 - 6/29/77
$59,997

90-C-533
Demonstration Project for Parent Training

Parents will be trained in child development by this project to become substitute teachers in a Head Start program and educators of their preschool children in the home.

Esther J. Martinez
Southern Alameda County
275 Goodwin Street
Hayward, California 94544

6/30/75 - 12/29/76
Grant Period Extended

90-C-534
Yaqui Parent Education Demonstration Project

The goal of this project is to foster continuation of the Yaqui language and Yaqui culture. Twelve parents for the Yaqui Tribe will be trained in the principles of early childhood development to promote the project goals by functioning as educators of parents with preschool children.

John V. Black
Maricopa County Community Services
4645 E. Washington Street
Phoenix, Arizona 85034

6/30/75 - 12/29/76
Grant Period Extended

Information Systems

OCD-CB-02(C5)
Publication of Research Relating to Children (ERIC/ECE)

Research Relating to Children, prepared by the Children's Bureau Clearinghouse from 1948-1970, has been incorporated into the operation of ERIC/ECE and expanded to include topical papers and bibliographies.

Preparation and distribution of the document continues, Investigator and Announcement Lists are being extended, and the utility of the document is being evaluated.

Lilian G. Katz, Ph.D.
ERIC/ECE
University of Illinois
Urbana, Illinois 61801

3/1/76 - 2/28/77
$44,962

HEW-105-76-1120
Data System for Planning Children's Research

This project is utilizing a data retrieval system which involves collection, synthesis, and dissemination of information to effect coordinated research among the federal agencies which are represented on the Interagency Panel on Early Childhood Research and Development and the Interagency Panel for Research and Development on Adolescence. Documents on marker variables and other selected topics, methods for collecting and analyzing information relating to the status of children, and materials and services for special interest group meetings on selected topics of the panels will be provided.

Charles E. Diehl
George Washington University
Office of Sponsored Research
Rice Hall - Sixth Floor
Washington, D.C. 20052

7/1/76 - 6/30/77
$580,000

41-76-07
Development of State and Community Capacity to Utilize Statistical Data, Research Data, and Program Data for Target Group Planning

The purpose of this study is to develop a decision-making model to help managers at different government levels identify the information they need, and its analysis, and utilize these for decisions concerning children. Emphasis will be on capacity building, technology transfer, and training, using census and other data characterizing specific sub-populations (low-income, minority groups, rural, urban). Study work will be performed by the Bureau of the Census, Center for Census Use Studies, for use by the Office of Child Development.

Harold Wallach, M.A.
Bureau of the Census
Center for Census Use Studies
Room 3540-3
Suitland, Maryland 20233

2/1/76 - 6/31/76
$125,000

Miscellaneous

OCD-CB-386(C1)
Child Advocacy Methods and Techniques

The first part of this project included the development of research instruments and analysis of HEW advocacy programs so as to facilitate department-wide testing of hypotheses relating to child advocacy. The second part pertains to preparation and dissemination of major "state of the field" documents as well as empirical descriptions of model programs and the service system at the local level. Results of an international meeting of project staff from eight countries and an international conference on family policy will also be included.

Sheila B. Kammerman, Ph.D.
Columbia University
School of Social Work
622 West 113th Street
New York, New York 10025

10/1/75 - 9/30/76
$73,563

OCD-CB-437(C3)
National Child Advocacy Project for Autistic Children

This project is expanding and refining the National Society for Autistic Children's existing information base in order to enable it to function more efficiently as a clearinghouse for those requesting information regarding autistic children and services for these children. In addition, the project is collecting first generation data, refining tabulation systems, disseminating information to conferences and organizations concerned with autistic children, and advocating their basic human and legal rights.

Ruth C. Sullivan, M.A.
NSAC Information and Referral Service
306 31st Street
Huntington, West Virginia 25702

7/15/75 - 10/14/76
Grant Period Extended

OCD-CB-482(C2)
Lead and Hyperactivity

This project seeks to determine the extent to which lead is an etiologic agent in the hyperactivity of certain children. Comparison

is being made of a chelating and two non-chelating treatment regimens for children who have a raised level of lead.

Oliver J. David, M.D.
State University of New York
Downstate Medical Center
450 Clarkson Avenue
Brooklyn, New York 11203

7/1/75 - 12/31/76
Grant Period Extended

90-C-254(C2)
Rural Migrant Health Aide Development Project

The objective of this project is to develop a community health aide training package that will take into consideration the assessments of health service providers, the existing legal system for service delivery, and the scarcity of health providers in Chicano migrant communities. The program is being conducted in four rural counties with limited health resources available and serves Chicano migrant farm workers with children aged 0-8 years.

Abdon Ibarra
Texas Migrant Council, Inc.
P.O. Box 917
Laredo, Texas 78040

9/30/76 - 9/29/77
$50,000

90-C-683(C1)
DHEW Graduate Training and Basic Research Program

This project, jointly funded by the Office of Child Development, Social and Rehabilitation Service, Health Services and Mental Health Administration, and Office of Education, supports various training and basic research activities of the University of Chicago School of Social Service Administration. Areas covered include child development programs, social services in schools, and health services.

Harold A. Richman, Ph.D.
University of Chicago
School of Social Service Administration
Chicago, Illinois 60637

6/30/76 - 6/29/77
$50,000

HEW-105-75-1105
Adaptation of the ETS Circus Battery Into Spanish

The purpose of this project is to adapt the Circus Battery (published by Educational Testing Service) into Spanish, which will allow inclusion of Spanish-speaking children in OCD studies. Three levels of adaptation will be undertaken: direct translation, adaptation of items and translation, and new development. The new tests will be pilot tested and revised, and norms will be developed.

Roy Hardy, Ph.D.
Educational Testing Service
3445 Peachtree Road, N.E.
Atlanta, Georgia 30326

6/30/76 - 6/29/77
$377,643

HEW-105-76-1115
Technical Assistance Program to Black Researchers and Institutions

The purposes of this project are to develop a viable technical assistance and consultation capability for assisting Black researchers and institutions in developing research proposals and to enhance the quality, quantity, and acceptability of grant applications. An Advisory Board will be established and expert consultants in children's program research will be identified, along with potential individuals or institutions who may have interest in applying for grants. The latter will be notified of the availability of technical assistance service and will be provided this service under the proviso that such assistance does not guarantee grant approval by the OCD Research Advisory Committee.

A. Lenora Taitt, Ed.D.
Urban Research Planning and Conference Center
Pines Bridge Road, RD#3
Mount Kisco, New York 10549

3/15/76 - 9/15/76
$100,000

90-C-907
Health Education Research and Demonstration Project

The purpose of this project is to evaluate specific problems inhibiting communication between poverty level Mexican Americans and health providers, and to develop improved methods of communication. The staff

will perform case studies, patient surveys, and a review of the literature, with particular attention to Mexican American culture, as well as to socio-economic and psychological factors.

Rafael Toledo, M.D.
Children's Heart Program
Driscoll Foundation Children's Hospital
P.O. Box 6530
3533 South Alameda
Corpus Christi, Texas 78411

6/30/76 - 6/29/77
$55,362

PRINCIPAL INVESTIGATOR AND INSTITUTION INDEX

A

Abt Associates, Inc., 10, 62, 63
Adams County (Colorado) Department of Social Services, 26
Albuquerque Family Resource Center, 37
Alford, Rena, 56
Alston, Lester, 78
Altemeier, William A., III, 41
American Academy of Pediatrics, 58
American Federation of State, County, and Municipal Employees, AFL-CIO, 78
American Humane Association, 25
American Public Welfare Association, 14, 59
Applied Management Sciences, 11
Arizona Department of Economic Security, 40
Arkansas Department of Health, 60
Arkansas Social Services, 28
Arlington County (Virginia) Department of Human Resources, 30
Associate Control, Research, and Analysis, Inc., 11
Associates for Renewal in Education, Inc., 67
Atlanta University, 71
Aukerman, Robert B., 59
Ayala, Hector E., 18

B

Banerjee, Virginia, 21
Bank Street College of Education, 87
Bard, E. Ronald, 35
Baruch College, 78
Baton Rouge Child Protection Center, 29
Bax, James A., 48
Behavior Associates, 89
Bell, George, 54
Bennett, Charlene, 29
Bentley, Robert J., 46
Black, John V., 89
Bogle, James A., 31
Bolz, Charles R., 81
Boone, Young, and Associates, Inc., 12
Boston College Law School, 25
Brady, Elizabeth H., 9
Brandeis University, 71
Brown, Donald T., 60
Brown, Florine, 26
Browning, Waltraut F., 80
Bureau of the Census, 4, 90
Burgess, Robert L., 45

C

Cadwell, Diane, 63
California Health Training Center (Berkeley), 60
California State University Foundation, Northridge, 9
California State University at Los Angeles, 47
Callanan, Brendan, 14
Cameron, James S., 60
Carrasco, Frank F., 78
Case Western Reserve University, 77
Cass, Charles A., 33
Catholic University of America, 69
Cavenaugh, David, 23
Central Texas Council of Governments, 33
Chapa, Dario, 46
Child Protection Center (Washington, D.C.), 36
Child Welfare League of America, Inc., 17, 21, 22, 44, 70
Children's Collective, 84
Children's Council of San Francisco, 72
Children's Hospital of the District of Columbia, 36
Children's Hospital Medical Center, 24

Children's Hospital of Michigan, 43
Children's Hospital Research Foundation (Columbus, Ohio), 53
Childress, Odile R., 34
Chilman, Catherine S., 50
Choctaw Child Advocacy Program, 52
City College of CUNY, 80
Clark, Mamie Phipps, 68
Clayton County (Georgia) Protective Service Team, 55
Cohen, Raquel, 37
Cole, Elma P., 88
Cole, O. Jackson, 84
Colorado Department of Social Services, 59
Columbia University, 76, 91
Community Research and Action Laboratory, 73
Comprehensive Emergency Services, 21
Compton Family Care Center, 29
Confederated Tribes and Bands of the Yakima Indian Nation, 53
Connecticut State Department of Children and Youth Services, 3, 35
Cook Inlet Native Association, 51
Coordinated Child Care Council for South Los Angeles, 74
Cornell University, 35
Cosgrove, John G., 35
Council for Exceptional Children, 57
Cox, Shirley, 48
Culler, Carol J., 2

D

David, Oliver J., 91
Davis, Dan W., 39
Davis, I. Lorraine, 57
Davis, Peter, 9
Decker, Curtis L., 31
De Francis, Vincent, 25
de Knudson, Doris G., 28
Depcik, Dennis F., 32
Detroit Child/Family Center, 54
Development Associates, Inc., 9
Dickinson, Charles, 23
Diehl, Charles E., 30
Dinges, Janne B., 40
District of Columbia Board of Education, 56
Dodson, Jualynne, 71
Doerner, Ralph W., 29
Dowdell, Natalie A., 37
Driscoll Foundation Children's Hospital, 94
Dycus, D. Jeanne, 48

E

Education Commission of the States, 1, 38, 85
Education Development Center, Inc., 88
Educational Testing Service, 9, 93
Egeland, Byron, 42
Eggleston, Evelyn, 20
Engler, R. E., 12
Epstein, Joyce L., 79
ERIC/ECE, 90
Evanston Child and Family Advocates, 31

F

Family Service Association (Morgantown, West Virginia), 55
Felt, Marilyn Clayton, 88
Finch, Thomas E., 11
Fitzhugh, A. Stuart, 60
Friedman, David B., 47

G

Garcia, Eugene, 67
Geer, William C., 57
Gelles, Richard J., 43
George Washington University, 90
Gibbs, Donald, 34
Goldberg, Susan, 71
Gordon, Ira J., 83
Gordon, Ronnie (Roslyn), 81

Graham, Bruce D., 53
Green, Arthur H., 41
Greenberg, Bradley S., 82
Gross, Dorothy W., 87

H

Hammar, Sherrel L., 31
Hardy, Janet B., 72
Hardy, Roy, 93
Harvard University, 75, 82
Harris County (Texas) Community Action Association, 86
Healy, Patrick F., 59
Heath, Thomas W., 57
Heinicke, Christoph M., 65
Helfer, Ray E., 42
Henderson, Ronald W., 81
Herrenkohl, Roy C., 44
Higgs, A. Catherine, 61
High Scope Educational Research Foundation, 12, 86
Hill, Jack W., 28
Hinton, Patricia, 55
Holder, Wayne M., 37
Holland, Carol, 57
Holman, Mary L., 36
Horowitz, Bernard, 41
Howard University, 50, 68, 74, 76, 84
Hunt, Gail B., 21

I

Ibarra, Abdon, 92
Idaho Department of Health and Welfare, 48
Ides, Ellen, 27
Illinois Department of Children and Family Services, 23, 32, 60
Illinois Office of Education, 57
Indian Nurses of California, Inc., 33
Informatics, Inc., 10
Institute of Educational Research, 83
InterAmerica, 23
International Association of Chiefs of Police, Inc., 58
Iowa Department of Social Services, 17
Iowa Office for Planning & Programming, 2

J

Jefferson County (Alabama) Committee for Economic Opportunity, 87
Jenkins, Shirley, 76
Johns Hopkins University, 72, 79
Johnson, Dale, 86
Johnson, Oliver, 29
Jones, C. D., Jr., 38
Jones, Mary, 54
Juarez-Lincoln Center Colorado Program, 78
Judge Baker Guidance Center, 37

K

Kammerman, Sheila B., 91
Kansas State University, 16
Katz, Lilian G., 90
Katz, Sanford N., 25
Kauikeolani Children's Hospital, 31
Keith, Patricia M., 55
Kempe, C. Henry, 39
Kennedy, C. E., 16
Keyes, Karen, 51
Kimbrough, Jackie, 74, 84
Kirschner Associates, Inc., 13
Kruvant, Maria, 67

L

LaCrosse, E. Robert, 1
Lally, J. Ronald, 66
Lasater, Thomas M., 87
Lauderdale, Michael L., 49
Leifer, Aimee D., 82
Lehigh University, 44
Levy, Robert J., 70
Lieber, Leonard, 30
Lindsey, Eugene A., 58
Littlejohn, Roy, and Associates, Inc., 12

Lockett, Patricia W., 21
Lockhart, Jean D., 58
Lorch, Steven, 37
Love, John, 12, 86

M

Makah Tribal Council, 27
Maricopa County (Arizona) Community Services, 89
Marjerus, Jerold, 23
Martinez, Esther J., 89
Maryland Department of Human Resources, 31
Massachusetts Department of Public Welfare, 23, 56
Mathis, Arthur L., 76
Matthies, Gary D., 38
Mayer, Joseph, 43
McAdoo, Harriette, 73
McCarthy, Kevin M., 2
McClelland, Raymond S., 19
McClintock, Sevasti M., 77
McCoy, Charla Dean, 49
Meezan, William, 17
Meharry Medical College, 76
Melville, S. Donald, 9
Mexican American Neighborhood Civic Organization, 46
Michigan State University, 42, 82
Missouri Division of Family Services, 58
Montana State Department of Social and Rehabilitation Services, 51
Moore, Jack, 64
Morris, Larry A., 89
Murphy, Glen R., 58

N

Nagi, Saad Z., 25
Narr, Christina A., 27
National Action for Foster Children Committee, Inc., 19
National Association for the Advancement of Colored People, 16
National Association of Social Workers, 59
National College of District Attorneys, 59
National Council for Black Child Development, 46
National Council of Organizations for Children and Youth, 18
National District Attorneys Association, 59
National Institute of Advanced Studies, 61
National Society for Autistic Children, 91
National Urban League, 20, 37
Nevada Department of Human Resources, 58
Newberger, Eli, 24
New Jersey Division of Youth & Family Services, 18, 26
New Jersey - Martland Hospital College of Medecine and Dentistry, 35
Newman, Craig H., 15
New Mexico Health and Social Services Agency, 57
New York State Association of Child Care Councils, 2
New York State Department of Social Services, 60
New York State Education Department, 57
New York University Medical Center, 81
Nicholson, Margaret A., 26
Nobles, Wade, 71, 73
Northside Center for Child Development, 68
Northwest Federation for Human Services, 48
Norton-Children's Hospitals, Inc., 54

O

Ohio Department of Public Welfare, 58
Ohio State University, 25
Oklahoma Department of Economic and Community Affairs, 2
Oklahoma Department of Institutions, 23

Oregon State Children's Service Division, 15

P

Padilla, Amado M., 79
Palmer, Bonnie E., 40
Panel for Family Living, 27
Parents Anonymous, Inc., 30
Parke, Ross D., 73
Peat, Marwick, Mitchell & Co., 21
Pennsylvania State University, 45
Peters, Pete, 2
Peterson, James H., 85
Pighin, Barbara, 51
Pike, Victor, 15
Pittsburg Parental Stress Center, 55
Polansky, Norman A., 45
Protective Service Team Center (Clayton County), 55
Puerto Rico Department of Social Services, 28

Q

Quick, William T., 59

R

Ragan, Cynthia K., 30
Red Horse, John, 52
Reid, Delores B., 60
Reiss-Davis Child Study Center, 65
Renaud, Joseph J., Jr., 52
Resnick, William, 18
Rhode Island Office of Policy and Program Review, 3
Richman, Harold A., 92
Robb, Nancy, 3
Robbins, Maxine W., 53
Rosenstein, Irving, 78
Rosser, Pearl L., 76
Rothe, Deborah, 23
Roupp, Richard, 62, 63
Royster, Gene, 10
Rozansky, Phyllis A., 27
Rutgers Medical School, 36
Rutgers University, 41
Ryan, Sally M., 69

S

Saint Christopher's Hospital for Children, 34
Saint Louis Children's Hospital, 27
Saint Petersburg Juvenile Welfare Board, 29
Sakaria, Jack, 64
Salk, Hilary Ross, 3
Salvation Army, 88
Santa Barbara Family Care Center, 77
Savage, James E., Jr., 74
Schaefer, Earl S., 75
Schafer, Jean, 58
Schroeder, Anita, 22
Schultz, Barbara, 55
Seaberg, James R., 45
Settles, Barbara H., 15, 19
Shepard, Julia G., 4
Shyne, Ann W., 44, 70
Siegel, Patricia S., 72
Signatur, Diane, 13
Sims, Robert, 12
Smith, Margaret, 65
Smock, Sue M., 67
Solarz, Nina, 18
Solomons, Gerald, 47
South Carolina Department of Health and Environmental Control, 56
Southern Alameda County (California) Head Start, 89
Stallings, Jane, 62, 63
Stanford Research Institute, 62, 63
Starr, R. H., 43
State University of New York Downstate Medical Center, 41, 92
Stembridge, Barbara J., 50
Stern, Leonard W., 59
Sterr, Rudy C., 10
Stevenson, Clara L., 56
Stockman, Ida J., 68
Stone, Helen, 22
Stubbee, Beverly, 14

Stubbs, Johnnie, 11
Sullivan, Ruth C., 91
Sung, Betty Lee, 80
Sussman, Marvin B., 77
Swinger, Hershel K., 47
Syracuse University, 66
Systems Group, Inc., 64

T

Taft, Lawrence T., 36
Taitt, A. Lenora, 93
TEAM Associates, Inc., 65
Tennessee Department of Human Services, 48
Texas Department of Public Welfare, 40, 49, 80
Texas Migrant Council, 50, 91
Thomas, George, 32
Tilley, Bill K., 57
Toledo, Rafael, 94
Totah, Norma, 35
Trounday, Roger S., 58
Trumball County (Ohio) Children Services Board, 15
Turem, Jerry S., 20

U

Uhlig, Richard, 20
Unco, Inc., 64
University of Arizona, 81
University of California at Los Angeles, 79
University of Chicago, 92
University of Colorado Medical Center, 39
University of Delaware College of Home Economics, 15, 19
University of Florida, 83
University of Georgia, 32
University of Houston, 18
University of Illinois, 73, 90
University of Iowa, 47
University of Louisville School of Medicine, 69
University of Minnesota, 42, 52, 70
University of New Orleans, 87
University of North Carolina, 20, 39, 75
University of Pennsylvania, 45
University of Rhode Island, 43
University of Texas, 49, 81
University of Utah, 67
University of Washington, 45
University of Wisconsin at Milwaukee, 50
Urban Institute, 20
Urban Research Planning and Conference Center, 93

V

Vanderbilt University Hospital, 41
Van Name, Judith B., 15
Veeder, Nancy W., 56
Villarreal, Oscar L., 50
Villiger, Thomas E., 23

W

Wallach, Harold, 4, 90
Washington State Department of Social and Health Services, 59
Washingtonian Center for Addictions (Boston), 43
Watts, Jean Carew, 75
Wayne State University, 67
Weaver, Edward T., 59
Westat, Inc., 22, 63
Westney, Ouida E., 84
Westside Community Mental Health Center, 71, 73
White, E. H., and Co., 4
Wiener, Gerald, 87
Williams, Agnes F., 33
Wilson, Ronald S., 69
Wiltwyck School, 34
Wisconsin Department of Health, 23
Wisconsin Department of Public Instruction, 57
Woolman, Myron, 83
Worrell, Beverly W., 16

Y

Yakima Indian Nation, Confederated
  Tribes and Bands of the, 53
Yale University, 13, 85
Young Mens Christian Association, 38

Z

Zigler, Edward, 13, 85
Zober, Edith, 17

PROJECT NUMBER INDEX

Project Number	Project Title	Page
SB3-4-C-8(a)-76-C716	Comparative Licensing Study	64
41-76-07	Development of State and Community Capacity to Utilize Statistical Data, Research Data, and Program Data for Target Group Planning	4, 90
HEW-105-74-1100	National Day Care Center Cost-Effects Study	62
HEW-105-74-1407	National Day Care Consumer Survey	64
HEW-100-75-0118	Collection of Head Start Tests	8
HEW-100-75-0199	Curriculum for Training Residential Child Care Workers	20
HEW-100-75-1113	Developing Measures for Evaluating Child Welfare Service Delivery Programs	20
HEW-105-75-1105	Adaptation of the ETS Circus Battery Into Spanish	93
HEW-105-75-1114	Evaluation of Developmental Continuity	86
HEW-105-75-1118	National Day Care Home Study (Testing Component)	63
HEW-105-75-1124	Head Start Primary Continuation Project	9
HEW-105-76-1101	Child Welfare Service Delivery Systems Model	21
HEW-105-76-1102	Evaluation of the Child and Family Resource Program (CFRP, Years 3 and 4)	9
HEW-105-76-1103	Evaluation of the Transition of Head Start Children Into Public School	10

HEW-105-76-1105	Conducting a Survey of Handicapped Efforts in 1975-1976 Head Start Programs	10
HEW-105-76-1112	Evaluation of Parent Involvement in Head Start	10
HEW-105-76-1113	An Evaluation of the Process of Mainstreaming Handicapped Children into Head Start	11
HEW-105-76-1114	Evaluation of the Head Start/Medicaid EPSDT Collaboration Project	11
HEW-105-76-1115	Technical Assistance Program to Black Researchers and Institutions	93
HEW-105-76-1120	Data System for Planning Children's Research	90
HEW-105-76-1121	A Process Evaluation of the State-Level Community Coordinated Child Care (4-C) Program	3
HEW-105-76-1123	National Day Care Home Study	63
HEW-105-76-1125	Comprehensive Emergency Services	21
HEW-105-76-1126	Development of Specialized Curricula for Foster Parenting	21
HEW-105-76-1127	National Surveys of Public Social Services for Children and Their Families	22
HEW-105-76-1129	Summative Evaluation of the Child Abuse and Neglect Demonstration Center Program	60
HEW-105-76-1135	Follow-Up Evaluation of Home Start and Evaluation of the Home Start Training Center	12
HEW-105-76-1140	Study of Welfare Services for Migrant Children	22
HEW-105-76-1155	Evaluation of Resource Access Projects (RAP's)	12

HEW-105-76-1158	Conducting an Assessment of the Head Start Supplementary Training Program in Providing Child Development Associate Competency-Based Training	13
HEW-105-76-1167	State Demonstration Child Welfare Services Delivery Systems Project	23
HEW-105-76-1168	State Demonstration Child Welfare Services Delivery Systems Project	23
HEW-105-76-1169	State Demonstration Child Welfare Services Delivery Systems Project	23
HEW-105-76-1171	State Demonstration Child Welfare Services Delivery Systems Project	23
HEW-105-76-1172	Evaluation of Training and Education Programs to Counteract Child Abuse and Neglect	61
HEW-105-76-1182	Day Care System Study	64
OCD-CB-02(C5)	Publication of Research Relating to Children (ERIC/ECE)	89
OCD-CB-33(C4)(S1)	Exploring Childhood: A Curriculum for Adolescents	88
OCD-CB-48(C4)	Relationship Opportunities in Day Care and the Child's Task Orientation	65
OCD-CB-100(C5)	The Family Development Research Program	66
OCD-CB-134(C4)	Interstate Compact on the Placement of Children	14
OCD-CB-141(C5)	Family Development Study (Study of Social Illness in Children)	24
OCD-CB-167(C4)(S2)	Implementation of State Early Childhood Programs	1
OCD-CB-386(C1)	Child Advocacy Methods and Techniques	91
OCD-CB-437(C3)	National Child Advocacy Project for Autistic Children	91

OCD-CB-454(C3)	National Clearinghouse for Child Neglect and Abuse	24
OCD-CB-456(C3)	A Study of Childrearing by Young White Mothers	70
OCD-CB-463(C2)(S1)	Education for Parenthood Program	88
OCD-CB-473(C2)	Legal Bases for Child Protection	25
OCD-CB-475(C2)	An Empirical Investigation of the Impact of Parent Imprisonment on the Socialization of Black Children	74
OCD-CB-479(C2)	Television Model Effects on Cognitive Skills	81
OCD-CB-481(C2)	Freeing Children for Permanent Placement	14
OCD-CB-482(C2)	Lead and Hyperactivity	91
OCD-CB-488(C2)	The Children's Collective	74
OCD-CB-497(C3)	Evaluation of Education for Parenthood Programs	88
OCD-CB-500(C3)	Structure and Performance of Programs of Child Abuse and Neglect	25
90-C-73(C2)(S1)	The Family Learning Center	26
90-C-74(C2)	Protective Services Demonstration Project - Union County, New Jersey	26
90-C-75(C2)(S1)	Family Resource Center	26
90-C-76(C2)	Makah Child Development Services Center	27
90-C-77(C2)(S1)	Coordinating Community Concern for Child Abuse and Neglect	27
90-C-78(C2)	Arkansas Child Abuse and Neglect Project	28
90-C-79(C2)(S1)	Child Abuse/Neglect Demonstration Unit	28

90-C-80(C2)	Child Protection Center	28
90-C-81(C2)(S1)	Family Care Center for the Treatment of Child Abuse	29
90-C-82(C2)	Parent and Child Effective Relations Project (PACER)	29
90-C-83(C2)(S1)	Pro-Child: A Child Abuse and Neglect Program	30
90-C-134(C2)	Parents Anonymous - Self-Help for Child Abusing Parents	30
90-C-227(C1)	Foster Care Cost Assessment Instrument	15
90-C-243(C1)	Adoption for Handicapped Children in Ohio District II	15
90-C-244(C2)	NAACP Tri-State Adoption Project	16
90-C-245(C1)	Television Content and Children's Social Attitudes	81
90-C-246(C2)	Parent-Professional-Child Interaction and Involvement	75
90-C-247(C2)	Children's Critical Evaluation of Television Content	82
90-C-249(C1)	Curriculum Development for Paraprofessional Training for Foster Parents	16
90-C-251(C1)	Increasing the Effectiveness of Foster Care	16
90-C-253	Consequences of Divorce for Children	70
90-C-254(C2)	Rural Migrant Health Aide Development Project	91
90-C-255(C1)	A Formulative and Empirical Study of Black Families	70
90-C-256(C1)	Individuation and Discrimination in the Classroom	75

90-C-258(C2)	Study of Family Style and Interactions with External Institutions	75
90-C-259(C2)	Ecological Influence on Psychosocial Development of Black Children	76
90-C-262(C2)	Preschool Bilingual Research Program	66
90-C-379(S2)	Houston Parent-Child Development Center	86
90-C-380(S2)	Birmingham Parent-Child Development Center	86
90-C-381(S2)	New Orleans Parent-Child Development Center	87
90-C-388(C1)	Development of Parental Attachment	71
90-C-389(C2)(S1)	Hawaii Family Stress Center	30
90-C-390(C2)(S1)	Child and Family Advocates Demonstration Project	31
90-C-391(C2)	H.E.L.P. Resource Project for Abused and Neglected Children and Their Families	31
90-C-392(C2)	Multistate (Region IV) Child Abuse and Neglect Resource Demonstration Program	32
90-C-393(C2)	Metropolitan Area Protective Service Project	32
90-C-394(C2)	Urban Indian Child Resource Center	33
90-C-395(C2)(S1)	Child Abuse and Neglect Demonstration Organization (CAN-DO)	33
90-C-396(C2)(S1)	The Bedford-Stuyvesant Family Services Program	33
90-C-397(C2)	A Demonstration Center for Child Abuse and Neglect	34

90-C-398(C2)(S1)	Resource Development for Activities Related to Child Abuse and Neglect in New York State	34
90-C-399(C2)(S1)	Connecticut Child Abuse and Neglect Demonstration Center	35
90-C-400(C2)	The Family Development Program	35
90-C-401(C2)	Children's Hospital National Medical Center Child Abuse and Neglect Model Center	36
90-C-402(C2)	Protective Services Resources Institute	36
90-C-403(C2)(S1)	National Urban League Child Abuse and Neglect Project (Project Thrive)	36
90-C-404(C2)	The New England Resource Center for Protective Services	37
90-C-405(C2)(S1)	Family Resource Center	37
90-C-406(C2)(S1)	Family Stress Center	38
90-C-407(C2)	The Educational System's Role in Child Abuse and Neglect	38
90-C-408(C2)	A State-wide Program for Maltreated Children	38
90-C-409(C2)(S1)	Resource Training and Technical Assistance	39
90-C-410(C2)(S1)	Arizona Community Development for Abuse and Neglect	39
90-C-411(C2)	Child Abuse and Neglect Resource Demonstration (CANRED) Project	40
90-C-418(C1)	Abuse and Neglect Among Low-Income Families: A Comparative Study of Adequate and Inadequate Child Care	40
90-C-419(C1)	Causal Factors in Neglect and Battering: A Prospective Study	41

90-C-421(C1)(S1)	Identification and Definition of Factors Causally Associated with Child Abuse and Neglect	41
90-C-423(C1)(S1)	Service Project to Determine Reliability and Validity of Child Rearing Questionnaire	42
90-C-424(C1)(S1)	A Prospective Study of the Antecedents of Child Abuse	42
90-C-425(C1)	An Exploratory Study of Defining and Classifying Cases of Child Abuse	42
90-C-426(C1)(S1)	Child Abuse: A Controlled Study of Social, Familial, Individual, and Interactional Factors	43
90-C-427(C1)	An Investigation of the Relationship Between Substance Abuse and Child Abuse and Neglect	43
90-C-428(C1)	Investigation of the Effects of a Multidimensional Service Program on Recidivism/Discontinuation of Child Abuse and Neglect	44
90-C-429(C1)	Identification of the Factors Effective in the Discontinuation of Parental Abuse and Neglect	44
90-C-430(C1)	Evaluation of Child Abuse and Neglect Services	44
90-C-438(C1)	Celebration in Learning	67
90-C-439(C1)	Community Coordinated Child Care (4-C) Capacity Building Project (Iowa)	1
90-C-440(C1)	Community Coordinated Child Care (4-C) Capacity Building Project (New York)	2
90-C-442(C1)	The Apathy-Futility Syndrome in Child Neglect: An Urban View	45

90-C-445(C1)	Family Interaction Patterns Related to Child Abuse and Neglect	45
90-C-448(C1)	An Exploratory Investigation of Potential Societal and Intra-Familial Factors Contributing to Child Abuse and Neglect	46
90-C-451(C1)	San Antonio Child Abuse/Neglect Research Project	46
90-C-481	An Analysis of Child Development Service Needs	67
90-C-482(S1)	Towards Reflective Analyses of Black Families	71
90-C-483(C1)(S1)	Region VII Child Abuse and Neglect Resource Center	46
90-C-484(C1)(S1)	Child Abuse and Neglect: A Resource Demonstration Program for Region IX (Excluding Arizona)	47
90-C-485(C1)(S1)	Region X Demonstration Project for the Prevention of Child Abuse	47
90-C-486	Children's Services Coordination	2
90-C-487	Single Parent Resource Center	72
90-C-504(C1)	Community Comprehensive Emergency Services for Children of High Risk Families	48
90-C-533	Demonstration Project for Parent Training	89
90-C-534	Yaqui Parent Education Demonstration Project	89
90-C-572(C1)	Ecological Influences in the Socialization of the Urban Child	72
90-C-573(C1)	A Study of Independent Adoption	17
90-C-574	Ethnic Factors in Child Welfare	76

90-C-575(C1)(S1)	Demonstration Project for Coordinated Delivery of Social Services to Children Residing on a Military Base and in Surrounding Rural Counties	48
90-C-576(C1)	Child Advocacy Resources Expansion (CARE)	49
90-C-599(C1)(S1)	Region VI Resource Center on Child Abuse and Neglect (RCCAN)	49
90-C-600(C1)	Region V Midwest Parent-Child Welfare Resource Center	49
90-C-601(C1)(S1)	Child Abuse and Neglect Resources Center: Region III	50
90-C-620(C1)	A Multi-Faceted Study of Mexican American Mothers and Children in a Preschool Program	77
90-C-621(C1)(S1)	Migrant Child Abuse and Neglect Prevention Project	50
90-C-622(C1)(S1)	Cook Inlet Native Association Child Abuse and Neglect Program	51
90-C-623(C1)	Montana's Rosebud-Northern Cheyenne Child Abuse and Neglect Demonstration Project	51
90-C-624(C1)(S1)	Developing a Community of Child Care and Concern for Urban Native American Children and Families	52
90-C-625(C1)	Choctaw Center on Child Abuse and Neglect	52
90-C-626(C1)	Project Ku-nak-we-sha' (Caring)	53
90-C-631(C1)	The Impact of Extended Family Variables Upon the Upward Mobility of Black Families	72
90-C-632(C1)	Family-School Linkages and Socialization	77
90-C-633(C1)	The Chicano Child and His Neighborhood: Intellectual, Social and Cultural Impact	77

90-C-634(C1)	Parent-Teacher Intervention Patterns in Early Moral Training	78
90-C-635(C1)	Parental Mediation of Children's Social Learning From Television	82
90-C-636(C1)	Analysis of the Effect of Institutional Stay on the Developmental Progress of Adolescents	17
90-C-637(C1)	Evaluation Study of Residental Institutions	18
90-C-639(C1)	Phonetic Context Class as a Developmental and Therapeutic Concept	68
90-C-683(C1)	DHEW Graduate Training and Basic Research Program	92
90-C-685	A Preventive Mental Health Program for Preschool Children	68
90-C-691	Demonstration Project for Child Abuse and Neglect	53
90-C-692	Regional Child Abuse Treatment and Referral Demonstration Center	54
90-C-693	Child Abuse and Neglect Demonstration Center	54
90-C-694	Parental Stress Center	54
90-C-695	Clayton County Protective Service Team	55
90-C-699	Appalachian Citizens for Children's Rights	55
90-C-702(C1)	Rhode Island Children and Youth Capacity Building Project	3
90-C-703(C1)	Planning and Coordinating A Comprehensive Child Care System (Connecticut)	3
90-C-716	Replication of Parent-Child Development Projects	87

90-C-721	Enhancing Supplemental Security Income Benefits for Disabled Children	18
90-C-856	South Carolina Child Abuse/Neglect Training for Public Health Professionals	56
90-C-857	Child Abuse and Neglect Demonstration Training for Public Welfare Social Workers	56
90-C-858	Demonstration Staff Development Program on Suspected Child Abuse and Neglect	56
90-C-859	Wisconsin Child Abuse and Neglect Training for Educators	57
90-C-860	Demonstration State Training Project on Child Abuse	57
90-C-861	Social Service Agency Demonstration Training Program	57
90-C-862	Child Abuse Educator Training Project	57
90-C-863	A Demonstration of the Effectiveness of a National Training Curriculum for Child Abuse and Neglect, for Education Through Local, Metropolitan, Regional and Nationally Conducted Activities	57
90-C-864	Child Abuse and Neglect Training Grant	58
90-C-865	Law Enforcement Professional Continuing Education: Demonstration Projects on Child Abuse and Neglect	58
90-C-866	Professional Continuing Education Demonstration Projects on Child Abuse and Neglect	58
90-C-867	Team Training in Ohio Child Abuse and Neglect	58
90-C-868	Training Proposal for Child Abuse and Neglect	58

90-C-869	Child Abuse and Neglect Curriculum Training Project	59
90-C-870	Demonstration Training Project on Child Abuse and Neglect	59
90-C-871	Demonstration Training Grant on Child Abuse and Neglect	59
90-C-872	Demonstration and Evaluation of the National Center on Child Abuse and Neglect Comprehensive Training Curriculum	59
90-C-895	Assessment of Parenting Inputs for Atypical and Normal Children in Foster and Natural Homes	19
90-C-898	Establishing and Training Citizen Action Committees for Foster Children	19
90-C-899	National Urban League Interagency Adoption Project	19
90-C-900	Father-Infant Interaction: Assessment and Modification	73
90-C-901	Changing Child-Rearing Orientations and Black Child Development	73
90-C-902	Children's Understanding of Socio-Moral Rules Through Family Interaction	
90-C-903	Institutional Models for Delivery of Educational Services	78
90-C-904	Over Time Effects and Interactions of Family and School Authority Structures and Child Development	79
90-C-905	Socialization Processes Among Mexican Americans: A Sociolinguistic Analysis	79
90-C-906	Health Institutions and the Child	80
90-C-907	Health Education Research and Demonstration Project	93

90-C-908	Middle School Performance as a Function of Infant Stimulation	82
90-C-909	Continuity of Developmental Effects of the Micro-Social Learning System	83
90-C-910	The Development of Social Effectiveness in Preschool Children	84
90-C-911	The Impact of Preschool and Subsequent Intervention on the Development of Black Inner-City Children: Eight Years Later	84
90-C-912	Immediate and Long-Term Effects of Head Start	13, 85
90-C-913	Persistence of Preschool Effects	85
90-C-920	Impact of Immigration on the Development of Chinese-American Children	80
90-C-921	Pilot Study of the Efficacy of Mainstreaming--Integrating Handicapped Children	80
90-C-922	Infant Temperament and Early Social Development	69
90-C-924	Prosecutor's Child Abuse Training Project	59
90-C-933	Demonstration State Training Project on Child Abuse and Neglect	60
90-C-935	Arkansas Child Abuse Training Project	60
90-C-936	State Training Project on Child Abuse and Neglect	60
90-C-937	Demonstration State Training Project on Child Abuse and Neglect	60

DHEW REGION INDEX

REGION I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

	Page		Page
OCD-CB-33(C4)(S1)	88	90-C-427(C1)	43
OCD-CB-141(C5)	24	90-C-702(C1)	3
OCD-CB-473(C2)	25	90-C-703(C1)	3
90-C-247(C2)	82	90-C-857	56
90-C-256(C1)	75	90-C-912	13
90-C-388(C1)	71	HEW-105-76-1103	10
90-C-399(C2)(S1)	35	HEW-105-76-1168	23
90-C-404(C2)	37	HEW-105-74-1100	62
90-C-425(C1)	42		

REGION II (New Jersey, New York, Puerto Rico)

	Page		Page
OCD-CB-100(C5)	66	90-C-574	76
OCD-CB-386(C1)	91	90-C-634(C1)	78
OCD-CB-456(C3)	70	90-C-637(C1)	18
OCD-CB-463(C2)(S1)	88	90-C-685	68
OCD-CB-482(C2)	91	90-C-716	87
90-C-74(C2)	26	90-C-862	57
90-C-79(C2)(S1)	28	90-C-899	19
90-C-396(C2)(S1)	33	90-C-903	78
90-C-398(C2)(S1)	34	90-C-920	80
90-C-400(C2)	35	90-C-921	80
90-C-402(C2)	36	90-C-937	60
90-C-403(C2)(S1)	36	HEW-100-75-0118	8
90-C-418(C1)	40	HEW-105-76-1101	21
90-C-421(C1)(S1)	41	HEW-105-76-1114	11
90-C-429(C1)	44	HEW-105-76-1115	93
90-C-440(C1)	2	HEW-105-76-1126	21
90-C-573(C1)	17		

REGION III (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

	Page		Page
OCD-CB-134(C4)	14	90-C-865	58
OCD-CB-437(C3)	91	90-C-871	59
OCD-CB-475(C2)	74	90-C-872	59
90-C-83(C2)(S1)	30	90-C-895	19
90-C-227(C1)	15	90-C-902	68
90-C-258(C2)	75	90-C-904	79
90-C-391(C2)	31	90-C-909	83
90-C-397(C2)	34	90-C-911	84
90-C-401(C2)	36	HEW-105-74-1407	64
90-C-428(C1)	44	HEW-100-75-1113	20
90-C-438(C1)	67	HEW-105-76-1102	9
90-C-442(C1)	45	HEW-105-76-1105	10
90-C-445(C1)	45	HEW-105-76-1112	10
90-C-448(C1)	46	HEW-105-76-1113	11
90-C-572(C1)	72	HEW-105-76-1120	90
90-C-601(C1)(S1)	50	HEW-105-76-1123	63
90-C-631(C1)	72	HEW-105-76-1127	22
90-C-639(C1)	68	HEW-105-76-1140	22
90-C-694	54	HEW-105-76-1155	12
90-C-699	55	HEW-105-76-1172	61
90-C-721	18	HEW-105-76-1182	64
90-C-858	56	41-76-07	4
90-C-863	57	41-76-07	90
		SB3-4-C-8(a) 76-C716	64

REGION IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

	Page		Page
90-C-82(C2)	29	90-C-625(C1)	52
90-C-244(C2)	16	90-C-692	54
90-C-246(C2)	75	90-C-695	55
90-C-259(C2)	76	90-C-856	56
90-C-380(S2)	86	90-C-908	82
90-C-392(C2)	32	90-C-922	86
90-C-408(C2)	38	HEW-100-75-0199	20
90-C-419(C1)	41	HEW-105-75-1105	93
90-C-482(S1)	71	HEW-105-76-1125	21
90-C-575(C1)(S1)	48		

Region V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

	Page		Page
OCD-CB-02(C5)	89	90-C-691	53
90-C-243(C1)	15	90-C-693	54
90-C-253	70	90-C-859	57
90-C-390(C2)(S1)	31	90-C-860	57
90-C-393(C2)	32	90-C-866	58
90-C-423(C1)(S1)	42	90-C-867	58
90-C-424(C1)(S1)	42	90-C-898	19
90-C-426(C1)(S1)	43	90-C-900	73
90-C-481	67	90-C-924	59
OCD-CB-500(C3)	25	90-C-936	60
90-C-600(C1)	49	HEW-105-75-1114	86
90-C-624(C1)(S1)	52	HEW-105-76-1135	12
90-C-632(C2)	77	HEW-105-76-1158	13
90-C-635(C1)	82	HEW-105-76-1167	23
90-C-683(C1)	92	HEW-105-76-1171	23

Region VI (Arkansas, Louisiana, Oklahoma, New Mexico, Texas)

	Page		Page
90-C-78(C2)	28	90-C-486	2
90-C-80(C2)	28	90-C-576(C1)	49
90-C-245(C1)	81	90-C-599(C1)(S1)	49
90-C-254(C2)	92	90-C-621(C1)(S1)	50
90-C-379(S2)	86	90-C-636(C1)	17
90-C-381(S2)	87	90-C-861	57
90-C-395(C2)(S1)	33	90-C-906	80
90-C-405(C2)(S1)	37	90-C-907	93
90-C-411(C2)	40	90-C-935	60
90-C-451(C1)	46	HEW-105-76-1169	23

Region VII (Iowa, Kansas, Missouri, Nebraska)

	Page		Page
90-C-76(C2)(S1)	26	90-C-439(C1)	1
90-C-249(C1)	16	90-C-483(C1)(S1)	46
90-C-251(C1)	16	90-C-868	58

Region VIII (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

	Page		Page
OCD-CB-167(C4)(S2)	1	90-C-409(C2)(S1)	39
OCD-CB-454(C3)	24	90-C-623(C1)	51
90-C-73(C2)(S1)	26	90-C-633(C1)	77
90-C-262(C2)	66	90-C-870	59
90-C-407(C2)	38	90-C-913	85

Region IX (Arizona, California, Hawaii, Nevada, American Samoa, Guam, Trust Territory of the Pacific Islands, Wake Island)

	Page		Page
OCD-CB-48(C4)	65	90-C-487	72
OCD-CB-479(C2)	81	90-C-533	89
OCD-CB-488(C2)	74	90-C-534	89
OCD-CB-497(C3)	88	90-C-620(C1)	77
90-C-81(C2)(S1)	29	90-C-864	58
90-C-104(C2)	30	90-C-901	73
90-C-255(C1)	71	90-C-905	79
90-C-389(C2)(S1)	30	90-C-910	84
90-C-394(C2)	33	90-C-933	60
90-C-406(C2)(S1)	38	HEW-105-75-1118	62
90-C-410(C2)(S1)	39	HEW-105-75-1118	63
90-C-484(C1)(S1)	47	HEW-105-75-1124	9
		HEW-105-76-1121	3

Region X (Alaska, Idaho, Oregon, Washington)

	Page		Page
OCD-CB-481(C2)	14	90-C-504(C1)	48
90-C-76-(C2)	27	90-C-622(C1)(S1)	51
90-C-77(C2)(S1)	27	90-C-626(C1)	53
90-C-430(C1)	44	90-C-869	59
90-C-485(C1)(S1)	47		